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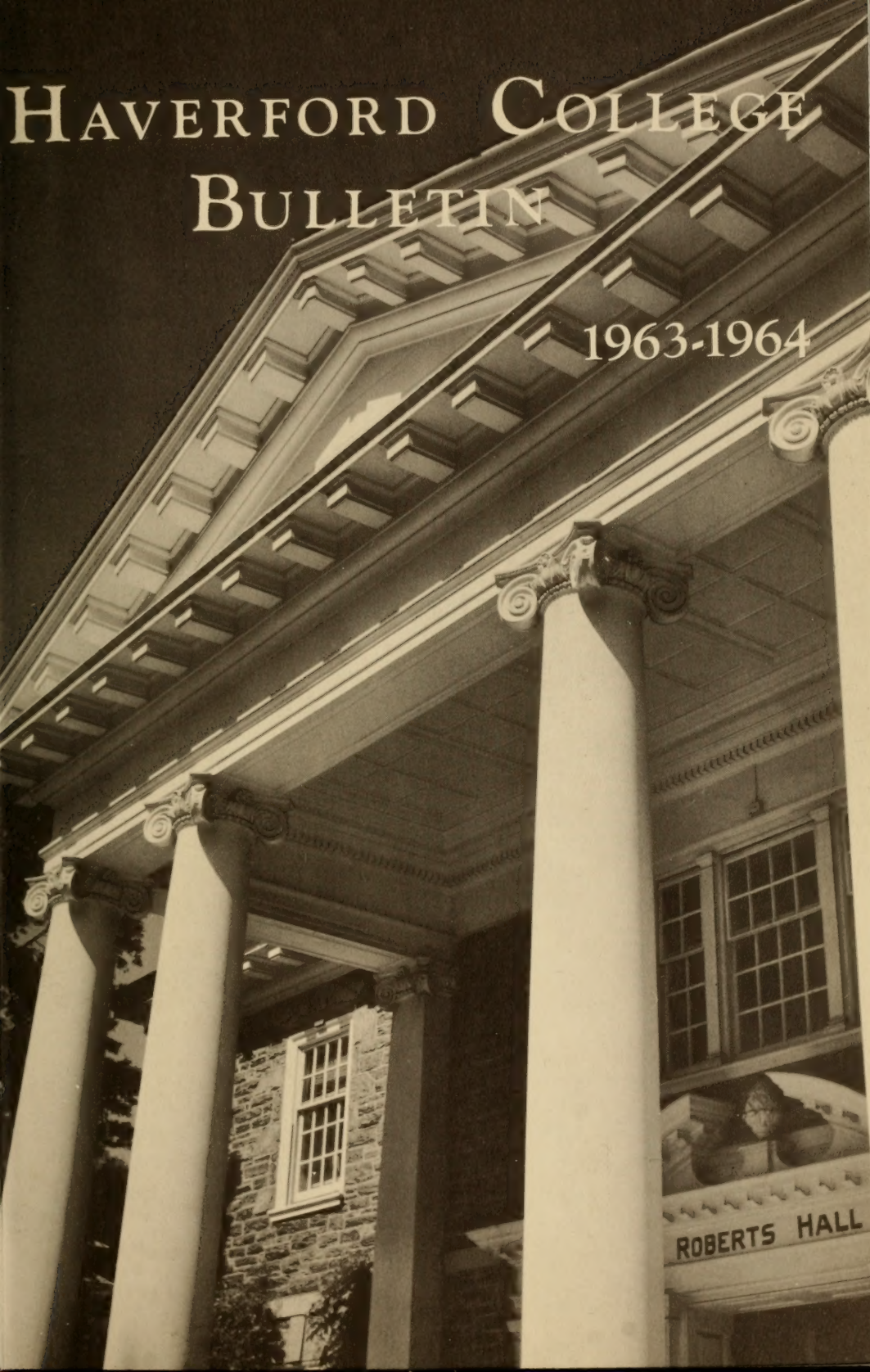




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HAVERFORD COLLEGE BULLETIN

1963-1964



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HAVERFORD COLLEGE BULLETIN

CATALOGUE



1963—1964

HAVERFORD, PENNSYLVANIA

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1963																
Sept.	S	M	T	W	T	F	S	Nov.	S	M	T	W	T	F	S	
	1	2	3	4	5	6	7								1	2
	8	9	10	11	12	13	14		3	4	5	6	7	8	9	
	15	16	17	18	19	20	21		10	11	12	13	14	15	16	
	22	23	24	25	26	27	28		17	18	19	20	21	22	23	
	29	30							24	25	26	27	28	29	30	
Oct.				1	2	3	4	5	Dec.	1	2	3	4	5	6	7
	6	7	8	9	10	11	12	8		9	10	11	12	13	14	
	13	14	15	16	17	18	19	15		16	17	18	19	20	21	
	20	21	22	23	24	25	26	22		23	24	25	26	27	28	
	27	28	29	30	31			29		30	31					
1964																
Jan.	S	M	T	W	T	F	S	Apr.	S	M	T	W	T	F	S	
				1	2	3	4						1	2	3	4
	5	6	7	8	9	10	11		5	6	7	8	9	10	11	
	12	13	14	15	16	17	18		12	13	14	15	16	17	18	
	19	20	21	22	23	24	25		19	20	21	22	23	24	25	
	26	27	28	29	30	31			26	27	28	29	30			
Feb.							1	May							1	2
	2	3	4	5	6	7	8		3	4	5	6	7	8	9	
	9	10	11	12	13	14	15		10	11	12	13	14	15	16	
	16	17	18	19	20	21	22		17	18	19	20	21	22	23	
	23	24	25	26	27	28	29		24	25	26	27	28	29	30	
									31							
Mar.	1	2	3	4	5	6	7	June		1	2	3	4	5	6	
	8	9	10	11	12	13	14		7	8	9	10	11	12	13	
	15	16	17	18	19	20	21		14	15	16	17	18	19	20	
	22	23	24	25	26	27	28		21	22	23	24	25	26	27	
	29	30	31						28	29	30					

College days in heavy-face type.

Calendar

1963-1964

New students arrive	Tues., Sept. 17
Registration of all new students	Thurs., Fri., Sept. 19, 20
Returning students arrive, beginning in afternoon	Sat., Sept. 21
Beginning of College year with Collection 11 A.M.	Mon., Sept. 23
First Semester classes begin 1:30 P.M.	Mon., Sept. 23
Swarthmore Day (no classes)	Sat., Nov. 23
Thanksgiving Vacation begins 1 P.M.	Wed., Nov. 27
ends 8 A.M.	Mon., Dec. 2
Registration for Spring Term	Week of Dec. 2
Students confer with Advisors	Mon., Tues., Wed., Dec. 2, 3, 4
Registration cards due in Registrar's Office	Thurs., Fri., Dec. 5, 6
Christmas Vacation begins 1 P.M.	Thurs., Dec. 19
ends 8 A.M.	Mon., Jan. 6
Mid-Year Examination Schedules due in Registrar's Office	Tues., Wed., Jan. 7, 8
First Semester classes end 12 noon	Sat., Jan. 18
All papers assigned must be turned in by 4 P.M. on this date.*	
Mid-Year Examinations*	Tues., Jan. 21 thru Wed., Jan. 29
Second Semester classes begin 8 A.M.	Wed., Feb. 5
Spring Vacation begins 4 P.M.	Thurs., Mar. 26
ends 8 A.M.	Mon., Apr. 6
Application for Scholarships due in Admissions Office	Wed., Apr. 15
Major Registration cards for Sophomores	
must be filed by 4 P.M. in Dean's Office	Wed., Apr. 15
Registration for Fall Term	Week of Apr. 27
Students confer with advisors	Mon., Tues., Wed., Apr. 27, 28, 29
Registration cards due in Registrar's Office	Thurs., Fri., Apr. 30, May 1
Manuscripts in competition for Prizes must be filed	
in the Registrar's Office by 4 P.M.	Fri., May 1
Final Examination Schedules due in Registrar's Office	Wed., Thurs., May 6, 7
Second Semester classes end 10 P.M.	Tues., May 19
All papers assigned must be turned in by 4 P.M. on this date.*	
Senior Comprehensive Examinations	Thurs., Fri., Sat., Mon., May 21, 22, 23, 25
Final Examinations*	Thurs., May 21 thru Mon., June 1
Oral Examinations for College Honors	Thurs., Fri., Sat., May 28, 29, 30
COMMENCEMENT	Fri., June 5

* If a paper is assigned *in place of* the final examination in a course, the date by which it is due may be set by the instructor not later than 4 P.M. on Monday, January 27th, for First Semester, or Friday, May 29th, for Second Semester. *Laboratory notebooks* must be turned in not later than these same dates. Late papers or notebooks will receive *no credit* unless arrangements have been made *in advance* with the instructor in the course and the Dean.

Faculty

- HUGH BORTON*President*
B.S., Haverford College; A.M., Columbia University; Ph.D., University of
Leyden; LL.D., Temple University; LL.D., University of Pennsylvania.
- ARCHIBALD MACINTOSH*Vice President and Director of Admissions*
B.A., Haverford College; A.M., Columbia University; Ph.D., University of
Pennsylvania; LL.D., Haverford College.
- FREDERIC PALMER, JR.*Professor of Physics, Emeritus*
A.B., A.M. and Ph.D., Harvard University.
- LEON HAWLEY RITTENHOUSE*Professor of Engineering, Emeritus*
M.E., Stevens Institute of Technology.
- DEAN PUTNAM LOCKWOOD*Professor of Latin and Librarian, Emeritus*
A.B., A.M. and Ph.D., Harvard University.
- JOHN OTTO RANTZ*Instructor in Engineering, Emeritus*
- ABRAHAM PEPINSKY*Professor of Psychology, Emeritus*
A.B. and A.M., University of Minnesota; Ph.D., State University of Iowa.
- EDWARD DOUGLAS SNYDER*Professor of English, Emeritus*
A.B., Yale University; A.M. and Ph.D., Harvard University.
- LEVI ARNOLD POST*Professor of Greek, Emeritus*
B.A., M.A., and L.H.D., Haverford College; A.M., Harvard University; B.A.
and M.A., Oxford University.
- MARTIN FOSS*Lecturer in Philosophy, Emeritus*
LL.D., University of Jena.
- JOHN WILLIAM FLIGHT*Professor of Biblical Literature, Emeritus*
A.B., Hope College; A.M., Yale University; B.D. and Ph.D., Hartford Theo-
logical Seminary.
- ALFRED JULIUS SWAN*Professor of Music, Emeritus*
B.A. and M.A., Oxford University.
- THOMAS EDWARD DRAKE*Professor of American History, Emeritus*
A.B., Stanford University; A.M., University of Michigan; Ph.D., Yale University.
(The active members of the Faculty are arranged in the order of their
appointment to their present rank. Two or more appointed in
the same year are listed in alphabetical order.)
- * DOUGLAS VAN STEERE*T. Wistar Brown Professor of Philosophy*
S.B., Michigan State College; B.A. and M.A., Oxford University; A.M. and Ph.D.,
Harvard University; D.D., Lawrence College; L.H.D., Oberlin College.
- CLETUS ODA OAKLEY*Professor of Mathematics*
S.B., University of Texas; S.M., Brown University; Ph.D., University of Illinois.
- RALPH MILLARD SARGENT*F. B. Gummere Professor of English*
A.B., Carleton College; Ph.D., Yale University.
- HOWARD MORRIS TEAF, JR.*Professor of Economics*
B.S. in Economics, M.A. and Ph.D., University of Pennsylvania.
- IRA DE AUGUSTINE REID*Professor of Sociology*
A.B. and LL.D., Morehouse College; A.M., University of Pittsburgh; Ph.D.,
Columbia University.
- HARRY WILLIAM PFUND*Professor of German*
B.A., Haverford College; A.M. and Ph.D., Harvard University.
- ROY EARL RANDALL*Professor of Physical Education*
Ph.B., Brown University. *and Director of Intercollegiate Athletics*
- LOUIS CRAIG GREEN*Professor of Astronomy*
A.B., A.M. and Ph.D., Princeton University.

* Absent on leave, 1963-64.

- WILLIAM EDWARD CADBURY, JR. *Professor of Chemistry*
B.S. and M.A., Haverford College; Ph.D., University of Pennsylvania.
- HOWARD COMFORT *Professor of Classics*
B.A., Haverford College; A.M. and Ph.D., Princeton University.
- WILLIAM DOCHERTY, JR. *Professor of Physical Education*
S.B., Temple University. *and Director of Physical Education*
- * CLAYTON WILLIAM HOLMES *Professor of Engineering*
B.S. in M.E. and M.E., University of New Hampshire; M.A., Haverford College.
- JOHN ASHBY LESTER, JR. *Professor of English*
B.S., Haverford College; A.M. and Ph.D., Harvard University.
- HOLLAND HUNTER *Professor of Economics*
B.S., Haverford College; A.M. and Ph.D., Harvard University.
- WALLACE TREVETHIC MACCAFFREY *Walter D. and Edith M. L. Scull*
Professor of English Constitutional History
A.B., Reed College; A.M. and Ph.D., Harvard University.
- CRAIG RINGWALT THOMPSON *Professor of English and History*
A.B., Dickinson College; A.M. and Ph.D., Princeton University.
- MANUEL JOSE ASENSIO *Professor of Romance Languages*
B.A., University of Granada; M.A. and Ph.D., University of Pennsylvania.
- MARCEL MARC GUTWIRTH *Professor of Romance Languages*
A.B., Columbia College; A.M. and Ph.D., Columbia University.
- FRANCIS HOWARD PARKER *Professor of Philosophy*
A.B., Evansville College; A.M., Indiana University; Ph.D., Harvard University.
- WILLIAM HEARTT REESE *Professor of Music and Director*
of Glee Club and Orchestra on joint appointment with Bryn Mawr College
A.B., Amherst College; M.A., Columbia University; Ph.D., University of Berlin.
- * PHILIP WILKES BELL *Professor of Economics*
A.B., Princeton University; A.M., University of California; Ph.D., Princeton University.
- EDWIN B. BRONNER *Professor of History*
A.B., Whittier College; M.A., Haverford College; Ph.D., University of Pennsylvania.
- ARIEL GIDEON LOEWY *Professor of Biology*
B.S. and M.S., McGill University; Ph.D., University of Pennsylvania.
- FAY AJZENBERG-SELOVE *Professor of Physics*
B.S.E., University of Michigan; M.S. and Ph.D., University of Wisconsin.
- ALFRED DIAMANT *Professor of Political Science*
A.B., and M.A., Indiana University; Ph.D., Yale University.
- ROBERT IRVING WALTER *Professor of Chemistry*
B.S., Swarthmore College; M.A., Johns Hopkins University; Ph.D., University of Chicago.
- PAUL H. BEIK *Visiting Professor of History*
B.A., Union College; M.A. and Ph.D., Columbia University.
- MICHAEL HAMILTON JAMESON *Visiting Professor of Classics*
A.B. and Ph.D., University of Chicago.
- THEODORE BRINTON HETZEL *Associate Professor of Engineering*
B.S., Haverford College; B.S. in M.E., University of Pennsylvania; M.S. and Ph.D., Pennsylvania State University.
- FRANCES de GRAAFF *Associate Professor of Russian*
Ph.D., University of Leyden. *on joint appointment with Bryn Mawr College*

* Absent on leave 1963-64.

- ** JOHN ASHMEAD, JR. *Associate Professor of English*
A.B., A.M., and Ph.D., Harvard University.
- FRANK JOSEPH QUINN *Associate Professor of English*
B.A., M.A., and B.Litt., Oxford University.
- DOUGLAS HAMILTON HEATH *Associate Professor of Psychology*
A.B., Amherst College; A.M. and Ph.D., Harvard University.
- BRADFORD COOK *Associate Professor of French*
B.A., Williams College; Ph.D., Yale University.
- A. PAUL HARE *Associate Professor of Sociology*
B.A., Swarthmore College; M.A., University of Pennsylvania; Ph.D., University of Chicago.
- ROBERT HAWES BUTMAN *Director of Drama with rank of Associate Professor*
B.A. and M.A., University of North Carolina.
- JOHN RICHARD CARY *Associate Professor of German*
B.A., Haverford College; Ph.D., Johns Hopkins University.
- WILLIAM COOPER DAVIDON *Associate Professor of Physics*
B.S., M.S. and Ph.D., University of Chicago.
- GEORGE ARMSTRONG HEISE *Associate Professor of Psychology*
B.A., Swarthmore College; M.A. and Ph.D., Harvard University.
- COLIN FRANCIS MACKAY *Associate Professor of Chemistry*
B.S., University of Notre Dame; M.S. and Ph.D., University of Chicago.
- EDGAR SMITH ROSE *Associate Professor of English*
A.B., Franklin and Marshall College; A.M. and Ph.D., Princeton University.
- MELVIN SANTER *Associate Professor of Biology*
B.S., St. John's University; M.S., University of Massachusetts; Ph.D., George Washington University
- ALFRED WANNER SATTERTHWAITE *Associate Professor of English*
A.B., A.M. and Ph.D., Harvard University.
- JOHN POLK CHESICK *Associate Professor of Chemistry*
B.S., Purdue University; Ph.D., Harvard University.
- PAUL J. R. DESJARDINS *Associate Professor of Philosophy*
B.A., M.A. and Ph.D., Yale University.
- * IRVING FINGER *Associate Professor of Biology*
B.A., Swarthmore College; Ph.D., University of Pennsylvania.
- * HARMON CRAIG DUNATHAN *Associate Professor of Chemistry*
B.A., Ohio Wesleyan University; M.S. and Ph.D., Yale University.
- GEORGE ALEXANDER KENNEDY *Associate Professor of Classics*
A.B., Princeton University; A.M. and Ph.D., Harvard University.
- GEORGE M. RIDENOUR *Associate Professor of English*
B.A., College of Wooster, Ph.D., Yale University.
- ** JAMES O. BROOKS *Assistant Professor of Mathematics*
B.A., Oberlin College; M.A., University of Michigan.
- JOHN HERBERT DAVIDSON *Assistant Professor of Music*
B.A., Haverford College; A.M., Harvard University; Ph.D., University of Rochester.
- ERNEST JOSEPH PRUDENTE *Assistant Professor of Physical Education*
B.S. in Ed., University of Pennsylvania.
- LOUIS SOLOMON *Assistant Professor of Mathematics*
A.B. and Ph.D., Harvard University.
- * JOHN PHILIP SPIELMAN, JR. *Assistant Professor of History*
B.A., Montana State University; M.A. and Ph.D., University of Wisconsin.

* Absent on leave, 1963-64.

** Absent on leave, first semester

- HARVEY GLICKMAN *Assistant Professor of Political Science*
A.B., Princeton University; A.M. and Ph.D., Harvard University.
- EUGENE SMOLENSKY *Assistant Professor of Economics*
A.B., Brooklyn College; M.A., American University; Ph.D., University of Pennsylvania.
- DALE HARPER HUSEMOLLER *Assistant Professor of Mathematics*
B.A., University of Minnesota; A.M. and Ph.D., Harvard University.
- SIDNEY IRWIN PERLOE *Assistant Professor of Psychology*
B.A., New York University; Ph.D., University of Michigan.
- ENGLISH SHOWALTER, JR. *Assistant Professor of French*
B.A. and M.A., Yale University.
- GERHARD ERNST SPIEGLER *Assistant Professor of Religion*
D.B., M.A. and Ph.D., University of Chicago.
- CHARLES HOWARD HOLBROW *Assistant Professor of Physics*
B.A., M.S., and Ph.D., University of Wisconsin; A.M., Columbia University.
- LOUIS ARYEH KOSMAN *Assistant Professor of Philosophy*
B.A. and M.A., University of California.
- MARGARET JEAN MATHIES *Assistant Professor of Biology*
B.A., Colorado College; Ph.D., Western Reserve University.
- PHILIP GREEN *Assistant Professor of Political Science*
B.A., Swarthmore College; M.P.A., Princeton University.
- ROGER LANE *Assistant Professor of History*
B.A., Yale University; Ph.D., Harvard University.
- WILLIAM R. SMITH *Assistant Professor of English*
B.A., M.A., and Ph.D., University of Chicago.
- DANIEL P. WEEKS *Assistant Professor of Chemistry*
B.S., West Virginia Wesleyan; M.S. and Ph.D., University of Delaware.
- GEORGE L. HAGEN *Visiting Assistant Professor of Biology*
B.S. and B.A., Moorhead State College; M.A., Miami University; Ph.D., Rutgers University.
- ALAN CASSELS *Visiting Assistant Professor of History*
B.A. and M.A., Oxford University; Ph.D., University of Michigan.
- JOHN ARTHUR HANSON *Visiting Assistant Professor of Classics*
B.A., University of Michigan; M.A. and Ph.D., Princeton University.
- THOMAS ALONZO BENHAM *Lecturer in Physics*
B.S. and M.S., Haverford College.
- CLARENCE EVAN PICKETT *Lecturer in Christian Ethics*
A.B., Penn College; B.D., Hartford Theological Seminary; LL.D., Haverford College; LL.D., Earlham College.
- CHARLOTTE ANDERSON *Lecturer in German*
B.A. and M.A., University of California at Los Angeles; Ph.D., Yale University.
- HELEN HENNESSEY VENDLER *Lecturer in English*
A.B., Emmanuel College; Ph.D., Radcliffe College.
- FRANK HOOD YOUNG *Instructor in Mathematics*
B.A., Haverford College.
- GEORGE SALAMON *Instructor in German*
B.A., Brandeis University.

Special Appointments

- FORREST DUANE COMFORT *Counselor*
A.B., Penn College; M.A., Haverford College; Ed.M., Harvard University.
- NORMAN BARGE BRAMALL *Assistant in Physical Education*
- RAYMOND TAYLOR BRAMALL *Assistant in Physical Education*
B.S., M.S. and Ed.D., University of Pennsylvania.

NORMAN MONTGOMERY WILSON *Assistant in Engineering*
 FRITZ JANSCHKA *Artist in Residence, Bryn Mawr College*
 Akademie der Bildenden Künste, Vienna.
 ELIZABETH UFFORD GREEN *Research Associate in Biology*
 A.B., M.A. and Ph.D., Bryn Mawr College.
 ANNE RAMSAY SOMERS *Research Associate in Political Science*
 B.A., Vassar College.
 MARY HOXIE JONES *Research Associate in Quaker Studies*
 A.B., Mt. Holyoke College.
 ELEANOR MAASS *Assistant in Chemistry*
 B.S. and M.S., University of Illinois; Ph.D., University of Wisconsin.

Administration

HUGH BORTON *President*
 B.S., Haverford College; A.M., Columbia University; Ph.D., University of
 Leyden; LL.D., Temple University; LL.D., University of Pennsylvania.
 ARCHIBALD MACINTOSH *Vice President and Director of Admissions*
 B.A., Haverford College; A.M., Columbia University; Ph.D., University of
 Pennsylvania; LL.D., Haverford College.
 WALTER C. BAKER *Vice President for Development*
 B.A., Haverford College.
 WILLIAM EDWARD CADBURY, JR. *Dean*
 B.S. and M.A., Haverford College; Ph.D., University of Pennsylvania.
 ALDO CASELLI *Comptroller and Business Manager*
 D.S.E. and C., University of Naples.
 JAMES W. LYONS *Dean of Students*
 A.B., Allegheny College; M.S. and Ed.D., Indiana University.
 CRAIG RINGWALT THOMPSON *Librarian*
 A.B., Dickinson College; A.M. and Ph.D., Princeton University.
 EDWIN B. BRONNER *Curator of the Quaker Collection*
 A.B., Whittier College; M.A., Haverford College; Ph.D., University of Penn-
 sylvania.
 LOUIS CRAIG GREEN *Director of the Strawbridge Memorial Observatory*
 A.B., A.M., and Ph.D., Princeton University.
 MRS. MIRIAM R. NUGENT *Director of Residence Halls*
 B.S., New York University.
 WILLIAM EDWARD SHEPPARD, II *Director of Alumni Affairs*
 B.S., Haverford College.
 CHARLES PERRY *Associate Director for Development*
 B.A., Haverford College; M.S.S., Bryn Mawr College.
 WILLIAM WEBSTER AMBLER *Associate Director of Admissions*
 B.S., Haverford College.
 MRS. RUTH H. REESE *Assistant Librarian*
 B.A., Acadia University; B.S. (L.S.), Simmons College.
 MRS. ESTHER R. RALPH *Assistant Librarian*
 B.S., West Chester State College; B.S. (L.S.), Drexel Institute of Technology.
 MRS. VIRGINIA H. KLINE *Registrar*
 GERTRUDE MANN WONSON *Secretary to the Director of Admissions*
 B.S., Simmons College.
 MRS. KATHARINE M. CARTER *Secretary to the President*
 A.B., Wilson College.
 MRS. FLORENCE N. ANDREWS *Secretary to the Dean*
 Certificate, Philadelphia Normal School.

Medical Staff

- WILLIAM WOLTER LANDER*Physician*
B.S., Ursinus College; M.D., University of Pennsylvania.
- PETER G. BENNETT*Psychiatrist for the College*
M.D., University of Pennsylvania.
- BERTHA KRATZ*Resident Nurse*
R.N., Stetson Hospital.

Visiting Faculty on The Philips Fund—1962-63

- KURT BIRRENBACH
Member of the West German Bundestag
- WILLIAM J. BRENNAN
Associate Justice, U.S. Supreme Court
- SAMUEL EILENBERG
Professor of Mathematics, Columbia University
- FRITZ ERLER
Member of the West German Bundestag
- CHARLES FERGUSON
Director, Center for Applied Linguistics, Modern Language Association
- LEON FESTINGER
Professor of Psychology, Stanford University
- JOSE FIGUERES
Former President of Costa Rica
- MURRAY GELL-MANN
Professor of Physics, California Institute of Technology
- PHILIP M. HAUSER
Professor of Sociology, University of Chicago
- DUDLEY HERSCHBACH
Associate Professor of Chemistry, University of California
- JOSEPH McV. HUNT
Professor of Psychology, University of Illinois
- LOWELL KELLY
Professor of Psychology, University of Michigan
- SIMON S. KUZNETS
Professor of Economics, Harvard University
- HAROLD LASSWELL
Professor of Political Science, Yale University
- THOMAS LAURITSEN
Professor of Physics, California Institute of Technology
- SEYMOUR M. LIPSET
Professor of Sociology, University of California (Berkeley)
- FRÖLICH G. RAINEY
Director of the University of Pennsylvania Museum
- JOHN D. ROBERTS
Professor of Organic Chemistry, California Institute of Technology
- EDWIN E. SALPETER
Professor of Physics, Nuclear Studies Laboratories of Cornell University
- STEPHEN SMALE
Professor of Mathematics, Columbia University
- M. BREWSTER SMITH
Professor of Psychology, University of California (Berkeley)
- RICHARD L. SOLOMON
Professor of Psychology, University of Pennsylvania
- JAMES TOBIN
Professor of Economics, Yale University
- ROBERT C. WEAVER
Administrator, Housing and Home Finance Agency
- SAMUEL WEISSMAN
Professor of Chemistry, Washington University (St. Louis)

Academic Council

The Academic Council consists of the President as Chairman, three elected divisional representatives of the Faculty, one to be elected yearly, the two Faculty representatives to the Board, Vice President MacIntosh, and the Dean, as Secretary of the Council. The Academic Council: 1) appoints the standing faculty committees, 2) makes recommendations to the President on Faculty appointments, reappointments, promotions, and tenure in accordance with accepted procedures, and 3) may consider matters having college-wide academic implications which are referred to it by the President and/or by members of the Council. The elected members of the Academic Council for the academic year beginning September 1, 1963 are Mr. Teaf (Social Sciences), Mr. Oakley (Natural Sciences), and Mr. Kennedy (Humanities).

Standing Committees of the Faculty

Academic Standing: MR. QUINN, *Chairman*
MESSRS. DAVIDON, HEISE, PRUDENTE

Admissions: MR. MACKAY, *Chairman*
MESSRS. DESJARDINS, THOMPSON

Arts and Service: MR. HETZEL, *Chairman*
MESSRS. BUTMAN, DAVISON

Educational Policy: MR. HUNTER, *Chairman*
MESSRS. OAKLEY, PERLOE, SPIEGLER, CADBURY

Faculty Compensation and Medical Plans: MR. GUTWIRTH, *Chairman*
MESSRS. CADBURY, CHESICK, SOLOMON, TEAF

Faculty Research and Study: MR. H. COMFORT, *Chairman*
MESSRS. GLICKMAN, HOLBROW, SARGENT

Honors, Fellowships and Prizes: MR. DIAMANT, *Chairman*
MESSRS. LESTER, LOEWY, SHOWALTER

Library: MR. CARY, *Chairman*
MESSRS. HUSEMOLLER, SMOLENSKY, THOMPSON

Philips Program, Rhoads Fund, and Distinguished Visitors: MR. SANTER, *Chairman*
MESSRS. GLICKMAN, KOSMAN, plus CARY and THOMPSON, *ex officio*

The President and Vice President MacIntosh are *ex officio* members of all committees. The Vice President for Development will attend such committee meetings as he considers necessary for the proper functioning of his office.

THE COLLEGE PROGRAM

Aims and Objectives

IN LINE WITH its Quaker tradition, Haverford College stresses three inter-related elements in its educational philosophy. These are a high standard of academic performance within a broadly-based, liberal arts curriculum, the individual nature of this education, and the importance of personal ideals and moral values. High scholastic ability is a requisite for admission to Haverford, but heavy weight is given to the character of each candidate and the potential contribution he can make to the College community. Along with a commitment to scholarship, the College emphasizes the development of sound ethical judgments based on a clear perception of individual and social aims.

In his academic work, each student is encouraged and expected to perform at a level consistent with his abilities. The more capable he is the more is expected of him. He will soon discover the high value which the College attaches to intellectual integrity, independence of judgment, an imaginative grasp of the interrelationship of the branches of knowledge, and a capacity to carry out independent work. The requirements for graduation are designed to develop the ability to learn, to understand, and to reach sound conclusions, on the basis of study in each of the broad fields of human knowledge as well as by concentration in a single field.

The College believes that the desirable qualities cultivated in the classroom and laboratory can be supplemented and strengthened by a sound program of non-academic courses, athletics, and extracurricular activities. The Arts and Service non-credit courses are designed to encourage interest in constructive community service and to develop appreciation of beauty and certain creative skills. Athletic activities, including intramural and intercollegiate contests, promote physical fitness and coordination and provide opportunity for all students to experience the benefits of wholesome competition and team play. A variety of campus organizations allow each student to join with others in pursuing common interests. The important role of the honor system in student government emphasizes the value which the community places on individual responsibility.

Haverford College believes that while the mastery of facts, techniques, and certain skills is important, it must be coupled with the desire and moral capacity to use them for worthwhile ends. It will continue to lay stress on the formation of moral values and personal ideals, not insisting on any set doctrine, but cherishing freedom of religious beliefs and of conscience. Such growth is fostered by the weekly Collections, or assemblies, where leaders

from various walks of life share with the undergraduates their diverse experiences and points of view. In addition, outstanding scholars frequently visit the campus for lectures or special classes, and have extensive personal contacts with students. In the mid-week Fifth-Day Friends' Meeting there is opportunity for the Haverford College student to learn from the meditative silence or from a spoken message how to delineate and cultivate the highest moral principles and to see himself in his proper relation to his fellows and to life as a whole.

History

HAVERFORD COLLEGE was founded in 1833 as the first college established by members of the Society of Friends in the United States. It was organized as an institution which would provide an "enlarged and liberal system of instruction" to meet the intellectual needs of "Friends on this continent," offering a course of instruction in science, mathematics, and classical languages "as extensive as given in any literary institution in this country." In those days it was modestly called Haverford School, but the intent was clear to create a center that would give to Friends the kind of education which other young Americans were receiving in the best colleges.

The founders selected, as a site for the new College, 198 acres of rolling farmland in the center of the Welsh Tract, a large area originally set apart by William Penn for Quaker immigrants from Wales. Today its beautifully landscaped campus, grown to 216 acres, forms a peaceful setting in the midst of the suburbs of Philadelphia.

The first forty years of Haverford's history were devoted to establishing policies and practices to make effective the ideals of its founders. In 1847 it opened its doors to young men who were not Quakers, and in 1856 it became a degree-granting institution. Although the College has never had any formal connection with an organized Meeting of the Society of Friends, its Quaker tradition continues strong. With the exception of four of its number elected by the Alumni and two elected by the Faculty, all members of the Board of Managers must be members of the Society of Friends.

President Isaac Sharpless, 1887-1917, led Haverford College into the forefront of American collegiate institutions. Under his leadership, Haverford's tradition of outstanding teaching was continued and strengthened. During the administration of William Wistar Comfort, from 1917 to 1940, the student body increased from two hundred to over three hundred. Felix Morley, a Rhodes Scholar of the Class of 1915, was President during the

difficult years of World War II. He was succeeded by Gilbert F. White, one of the country's outstanding geographers, who served as President from 1946 to 1955 before returning to teaching and research. Hugh Borton, former Professor of Japanese History at Columbia University and Director of its East Asian Institute, was inaugurated as President in 1957.

In 1963 the Board of Managers (Trustees) approved expansion in the enrollment from the current level of 450 to 700 within the next decade.

Resources

OVER THE YEARS Haverford's campus has been improved by the addition of dormitories and other buildings to supplement Founders Hall, which dates from the inception of the College, and Alumni Hall, built in 1856, which now forms a part of the Library. Except for about fifty day students, all the undergraduates at Haverford live in dormitories on the campus or immediately adjacent to it. Similarly, a large portion of the faculty live in houses and apartments owned by the College and situated on or near the campus. This contributes to community life and encourages personal contacts between student and teacher.

The dormitories include Founders Hall, Barclay Hall, built in the nineteenth century, Lloyd Hall, completed in 1926, and Leeds Hall, which was opened in 1955. The Spanish, German, and French Houses, established in recent years, give students interested in these studies an opportunity to live in close association with others specializing in these fields. Ground will be broken for a new dormitory in the summer of 1963.

Chase Hall, containing classrooms, and Sharpless Hall, soon to be remodeled for the biology and psychology departments, date from President Sharpless's administration, as do the Haverford Union, used for many College activities, Roberts Hall, which is the administration building, and the Morris Infirmary. The Hilles Laboratory of Applied Sciences, built in 1929, houses the engineering department, and the Strawbridge Observatory was re-built in 1933 to serve Haverford's astronomy students. The gymnasium was supplemented in 1957 by Alumni Field House, which affords capacious facilities for indoor athletics and has proved its value in Haverford's extensive program for physical education.

The \$2,000,000 Chemistry-Mathematics-Physics Building, to be opened in September, 1963, will provide unexcelled facilities for these departments. After its completion, the present Chemistry Building will be remodeled to provide additional space for educational purposes.

These and other improvements are being financed by a three-year \$3.6 million capital campaign. This is the first phase of a ten-year Development Program, which began in 1961 and has received impressive support from alumni, parents, and other friends of the College. In addition to this backing, Haverford has received substantial grants from the Rockefeller Foundation and the National Institutes of Health for extensive rearrangements in its biology department, and other friends have contributed liberally to the Henry S. Drinker Music Center, which was dedicated in January, 1962.

The endowment and trust funds of Haverford College currently have a book value of over \$12,000,000. The income from these funds and the support given to the College annually by its alumni and other friends play significant parts in maintaining its high educational standards and underwriting the scholarship and loan programs which help many of its students.

Haverford Station on the Pennsylvania Railroad, between Ardmore and Bryn Mawr, is twenty minutes from downtown Philadelphia. The Philadelphia Orchestra and the city's museums and libraries, its scientific laboratories and industrial plants are thus easily accessible to Haverford students. The campus fronts on the famous Lancaster Pike (U.S. 30), a few miles from the Pennsylvania Turnpike. It is approximately two hours by train from New York or Baltimore and less than three hours from Washington.

Admission

THE POLICY of Haverford College is to admit to the Freshman class those applicants who, in the opinion of the Committee on Admissions, are best qualified to profit by the opportunities which the College offers and at the same time to contribute to undergraduate life. Due regard is given not only to scholarly attainment, as shown by school record and examination, but also to character, personality, and interest and ability in important extra-curricular activities.

Whenever practicable, the College will expect the candidate to have a personal interview with the Director of Admissions or another administrative officer. Every applicant should realize that, in view of the limited enrollment, he is entering a competition for admission to a carefully selected and comparatively small student organization. On the basis of all information available — school record, class standing, College Board reports, evidence touching on character and personality — the application will be accepted or rejected, and the decision of the Committee on Admissions is final. Preference will be given to those with superior records and credentials rather than to those with mere priority of application.

Students who are accepted will be admitted without conditions. Those who on entrance show marked proficiency in certain subjects will be permitted to take courses usually not open to Freshmen; in such cases, however, the number of courses required for a degree will not be diminished.

Each applicant must submit his school record and a certificate of character signed by his school principal. The school certificate must show satisfactory attainment in at least 15 units* of work. The preparatory course must include four years of English, at least a year and a half of Algebra and one year of Geometry (demonstrative or analytic or both), and three years of one foreign language. The remaining units will be drawn from laboratory science, social science, history, and additional mathematics and language.

A candidate may offer an elective in a subject not usually listed, provided he shows proficiency which indicates an amount of study and intellectual effort commensurate with that required in other subjects. The subject chosen must have the approval of the Admissions Committee.

Each applicant for admission must take the Scholastic Aptitude Test, three Achievement Tests, and the Writing Sample of the College Entrance Exami-

* A unit represents a year's study in any subject in a secondary school, constituting approximately a quarter of a full year's work.

nation Board. The English Achievement Test is required, but a candidate may choose the other two tests. If there is any doubt about the choice of the two tests, he should consult the Director of Admissions. Applications involving divergence from the normal procedure must be discussed in detail with the Director of Admissions.

Applications for admission should be submitted early in the candidate's senior year. The application must be accompanied by a check or money order for \$10.00 drawn to the order of Haverford College to cover the application fee, which is not refundable. Upon receipt of the application, the College will send a school record form to the candidate for completion by the school officials.

Candidates are encouraged to visit the College for an interview. The Office of Admissions is open from 9:00 a.m. until 4:30 p.m. on weekdays and from 9:00 a.m. until noon on Saturdays. The office is closed on Saturdays during the summer. Arrangements should be made in advance for an appointment.

Information Concerning College Entrance Board Tests

The College Entrance Examination Board will offer examinations on each of the following dates during the academic year 1963-64:

- | | |
|----------------------------|--|
| Saturday, December 7, 1963 | — Scholastic Aptitude Test, Achievement Tests,
and Writing Sample |
| Saturday, January 11, 1964 | — Scholastic Aptitude Test, Achievement Tests,
and Writing Sample |
| Saturday, March 7, 1964 | — Scholastic Aptitude Test, Achievement Tests,
and Writing Sample |
| Saturday, May 2, 1964 | — Scholastic Aptitude Test, Achievement Tests,
and Writing Sample |
| Wednesday, July 8, 1964 | — Scholastic Aptitude Test, Achievement Tests,
and Writing Sample |

The *Bulletin of Information*, distributed without charge by the College Entrance Examination Board to all secondary schools that present candidates for the tests, contains rules regarding applications, fees, reports, and the conduct of the tests; lists of examination centers; and an application. This application may be used for any College Board administration involving the SAT, Achievement Tests, and the Writing Sample. Additional applications will be available at the schools for students needing more than one. Booklets describing the tests and giving sample questions, explanations, and answers, as well as score interpretation booklets for counselors and students, are also distributed in quantity to secondary schools without charge.

Candidates should make application by mail to the College Entrance Examination Board, Box 592, Princeton, N. J. Students who wish to take the examinations in any of the following States, territories, or foreign areas should address their inquiries and send their applications to College Entrance Examination Board, P. O. Box 27896, Los Angeles 27, California:

Alaska	Nevada	Province of Alberta
Arizona	New Mexico	Province of British Columbia
California	Oregon	Province of Manitoba
Colorado	Utah	Province of Saskatchewan
Hawaii	Washington	Republic of Mexico
Idaho	Wyoming	Australia
Montana	Northwest Territory	Pacific Islands including
	Yukon Territory	Japan and Formosa

Early Decision

Students whose first choice is Haverford may apply under an early decision plan. Those applying on this basis must submit their complete credentials, including the required College Board Examinations, before November 1. Additional information may be obtained from the Director of Admissions.

Transfer Students

A few transfer students are accepted each year. Since each applicant for transfer is considered as a special case, no fixed requirements are specified. An undergraduate who is applying for transfer should provide the Admissions Office with a transcript of his secondary school record and a transcript of his college record. If he has taken College Entrance Board Tests, he should arrange to have these scores sent to Haverford. He should submit a letter of recommendation from a responsible official of the college last attended. If these credentials appear satisfactory, the applicant will be invited to the College for an interview.

Advanced Standing

Students in high school who have done advanced work in one or more courses may take the Advanced Placement Tests given by the College Entrance Examination Board each May to determine eligibility for advanced placement or credit in college courses.

Financial Arrangements

Housing

THE RESIDENTIAL NATURE of the Haverford campus is an integral part of its educational philosophy. Therefore students, with the exception of those who are married or are living at home, are normally expected to live on campus.

Entering Freshmen are assigned the rooms available after the other classes have made their choice. New students will be notified of their housing assignments prior to their arrival on campus in September. The choice of rooms by other students is governed by established rules.

A deposit of \$35 is required of all new students at the time they are notified of their admission. A similar deposit is required also of those students who have not been in attendance at the College during the immediately preceding semester. This amount will be deducted from the bill for the following year. If the student fails to present himself at the beginning of the semester for which he has been enrolled, the deposit will be forfeited.

Students are expected to treat College property with the same consideration as their own. A student is held financially responsible for any damage to his room.

Expenses

The tuition charge for all regular students is \$1475.00 for the academic year. Tuition for special students is \$200.00 per course, per semester. The Residence Fee is \$900.00 per year. The payment of a Unit Fee of \$135.00 per year makes it possible for the student to participate in any campus organization without an additional fee.

The Residence Fee covers board and room charges; under the latter are included heat, electric light, weekly service, and the use of necessary bedroom furniture, i.e., a bureau, table, chair, study lamp, and a bed, the linen for which is furnished and laundered by the College. Students will supply their own study furniture, blankets, and towels.

The College requires that bills rendered August 15 and January 15 for the following semester's tuition, board, room, unit fee, and deposits be paid in full before the beginning of the semester.

In order to avoid last minute congestion, it is suggested that bills be paid by mail in advance.

A non-refundable fee of \$10.00 is payable when application for admission is presented.

The Unit Fee includes the following: Student activities fee, laboratory fees, health fee, accident insurance (a maximum of \$1000.00 within one year of each accident), diploma, and psychological tests when required by the College.

When a special diet is required for medical reasons, and approved by the College Physician, a charge of \$1.50 weekly will be made, but this charge may be increased if the special foods required are unusually expensive.

The College requires Freshmen to pay a fee of \$20.00 toward the cost of the orientation week.

The College requires a \$100.00 deposit to cover the cost of books and any other incidental charges which may arise during the school year. Each incidentals account must have a balance, on June first, adequate to cover all final charges. At intervals during the year, a bill for the actual charges made will be sent to the student. If this bill, or any other indebtedness, is not paid by the end of the semester, credits will not be granted for the work performed. Any unspent balance is refunded at the end of the academic year.

No reduction or refund of the tuition charge will be made after the first two weeks of any semester. If a student withdraws before the completion of the first two weeks, there will be a complete refund of his tuition. In case of withdrawal or absence due to illness, full refund of the Residence Fee cannot be made, since overhead expenses continue. However, if a student withdraws more than four weeks before the end of a semester, or is absent because of illness for four weeks or more, a partial refund of the Residence Fee, in the amount of \$10 for each week of absence, will be made. The unit fee cannot be refunded for any reason.

College Responsibility

The College is not responsible for loss due to fire, theft, or any other cause. Students who wish to take out fire insurance may apply for information at the Office of the Comptroller.

Monthly Payments

Parents who prefer to pay tuition and other fees in monthly instalments may do so through the Bryn Mawr Trust Company. Details of this plan, including charges for financing, may be obtained from the Comptroller.

Student Loan Funds

Loan funds are available for students in good standing who demonstrate financial need.

Haverford College does not participate in the NDEA Loan Program, but has established a College Loan Fund which is similar in most important respects. Any member of the student body who qualifies may borrow up to \$1000 a year under this plan.

Short-term loans are available for emergencies. They are limited to \$300 a year, carry no interest charge, and are repayable within the academic year.

Requests for information on loans should be addressed to the Admissions Office.

Student Aid

In addition to the Student Loan Fund and to scholarship help, the College offers students the opportunity to work at standard rates in the Library and as clerical assistants to faculty and administrative officers of the College. The program of Student Aid is administered by the Dean of Students.

Scholarships

SCHOLARSHIPS are awarded on a basis of merit and individual need. While no scholarship is given for more than one year, it is the practice to continue the scholarship if a student's scholastic performance has been satisfactory and his need remains constant.

No scholarship will be given to a student whose academic standing is unsatisfactory.

No scholarship will be given to a student whose previous college bill has not been paid in full.

Candidates for freshman scholarships must file a financial statement with the College Scholarship Service, Princeton, N. J., before January 15th. Copies of the form to be used may be obtained from the applicant's high school or from the College Scholarship Service.

Students enrolled at the College must submit all preliminary correspondence and applications for undergraduate scholarships for 1964-65, together with supporting letters from parents or guardians, to Vice President MacIntosh before April 15, 1964.

It is assumed that requests for scholarships will not be made by those whose expenses can be met by their parents or from other sources.

CORPORATION AWARDS.—Four Corporation Scholars will be chosen in each class. In the senior, junior and sophomore classes the selection will be made on the basis of the highest general averages for the preceding year. In the freshman class the selection will be made after the May College Board Examinations (see page 24). Each Corporation Scholar will be awarded \$50.00. No application for these awards is necessary.

The Endowed Scholarships

It is not necessary for applicants to mention specific scholarships in their applications except in those cases where they meet the special conditions stated for the award.

I. ISAIAH V. WILLIAMSON SCHOLARSHIPS.—Three scholarships, usually awarded to members of the Senior and Junior classes.

II. RICHARD T. JONES SCHOLARSHIP.—One scholarship.

III. EDWARD YARNALL SCHOLARSHIP.—One scholarship.

IV. THOMAS P. COPE SCHOLARSHIP.—One scholarship.

V. SARAH MARSHALL SCHOLARSHIP.—One scholarship.

VI. MARY M. JOHNSON SCHOLARSHIP.—One scholarship.

VII. ISAAC THORNE JOHNSON SCHOLARSHIP.—One scholarship, available for a student of Wilmington College or a member of Wilmington (Ohio) Yearly Meeting of Friends.

VIII. CASPAR WISTAR MEMORIAL SCHOLARSHIP.—One scholarship, available preferably for sons of parents engaged in Christian service (including secretaries of Young Men's Christian Associations) or students desiring to prepare for similar service in America or other countries.

IX. LOUIS JAQUETTE PALMER MEMORIAL SCHOLARSHIP.—This scholarship is awarded on application, preferably to a member of the Freshman Class who, in the opinion of a committee representing the donors and the President of the College, shall give evidence of possessing the qualities of leadership and constructive interest in student and community welfare which his friends observed in Louis Jaquette Palmer of the Class of 1894.

X. J. KENNEDY MOORHOUSE MEMORIAL SCHOLARSHIP.—One scholarship, intended for the member of the Freshman Class who shall appear best fitted to uphold at Haverford the standard of character and conduct typified by the late J. Kennedy Moorhouse of the Class of 1900—"a man modest, loyal, courageous, reverent without sanctimony; a lover of hard play and honest work; a leader in clean and joyous living."

XI. PAUL W. NEWHALL MEMORIAL SCHOLARSHIP.—One scholarship.

XII. ROBERT MARTIN ZUCKERT MEMORIAL SCHOLARSHIPS.—Two or more scholarships, preference to be given to "a native of New York or Connecticut who now resides in one of those States."

XIII. SAMUEL E. HILLES MEMORIAL SCHOLARSHIP.—One scholarship.

XIV. CLASS OF 1913 SCHOLARSHIP.—One scholarship, preference to be given to descendants of members of the Class of 1913 who may apply and who meet the usual requirements of the College.

XV. ISAAC SHARPLESS SCHOLARSHIP FUND.—Founded in 1941. Scholarships open to graduates of secondary schools and undergraduates of Haverford College. Awards based upon fulfillment by applicant of requirements used in selection of Rhodes Scholars to the University of Oxford. Awards granted from list submitted to Selection Committee by the Director of Admissions, subject always to final approval by the President of the College; amount variable.

XVI. CLASS OF 1917 SCHOLARSHIP.—One scholarship, preference to be given to descendants of members of the class of 1917 who may apply and who meet the usual requirements of the College.

XVII. THE GEOFFREY SILVER MEMORIAL SCHOLARSHIP.—One scholarship, available to a public school graduate in this general area who may enter Haverford.

XVIII. DANIEL B. SMITH SCHOLARSHIP.—One scholarship, awarded "in the discretion of the Faculty, as an annual scholarship for some young man needing financial aid in his College course. Preference is to be given to a descendant of Benjamin R. Smith, if any such should apply."

XIX. SARAH TATUM HILLES MEMORIAL SCHOLARSHIP FUND.—Founded November 1, 1954, by bequest of \$75,534.58 from Joseph T. Hilles, Class of 1888, in memory of his mother, Sarah Tatum Hilles, "to provide for such number of annual scholarships of \$250 each as such income shall be sufficient to create"; to be awarded by the Managers to "needy and deserving students, and to be known as 'Sarah Tatum Hilles Memorial Scholarships.' "

XX. ELIHU GRANT MEMORIAL SCHOLARSHIP FUND.—Two or more scholarships, established February 2, 1944, by Mrs. Elihu Grant "to commemorate the service to Haverford College of Dr. Elihu Grant, from 1917 to 1938 a member of the College Faculty. The income from this fund is applied to scholarship assistance to students in Humanistic studies, primarily those specializing in the study of Biblical Literature and Oriental subjects." In special circumstances the income may be utilized to assist those working for a post-graduate degree at Haverford College.

XXI. JOSEPH L. MARKLEY MEMORIAL SCHOLARSHIP.—One scholarship, awarded at the discretion of the Faculty, "on the basis of character, scholarship and financial need."

XXII. JOSETH C. AND ANNE N. BIRDSALL SCHOLARSHIPS.—Scholarships, awarded at the discretion of the Faculty "to some student or students preparing for medicine, the selection to be based on character, scholarship and financial need."

XXIII. DANIEL E. DAVIS, JR., MEMORIAL SCHOLARSHIP.—One scholarship, awarded at the discretion of the Faculty, "on the basis of character, scholarship and financial need."

XXIV. CHRISTIAN FEBIGER MEMORIAL SCHOLARSHIP.—One scholarship, established June 13, 1946, by Mrs. Madeleine Seabury Febiger in memory of her husband, Christian Febiger, of the Class of 1900. The income of this

fund is applied in paying tuition and other college expenses of worthy, needy students.

XXV. THE W. W. COMFORT FUND.—This fund was established in 1947 by the Haverford Society of Maryland. Grants from this fund are made with the understanding that the recipient shall, at an unstated time after leaving college, repay to the fund the amount which he received while an undergraduate.

XXVI. JONATHAN M. STEERE SCHOLARSHIP FUND.—Established in December 1948 by Jonathan M. Steere, of the Class of 1890. The scholarship is intended primarily for a graduate of Moses Brown School, Providence, Rhode Island, who shall be a member of the Society of Friends.

XXVII. WILLIAM GRAHAM TYLER MEMORIAL SCHOLARSHIP.—Founded in 1949 in memory of William Graham Tyler, of the Class of 1858. Preference shall be given to students from Oskaloosa, Iowa, or from William Penn College, on the basis of character, scholarship and financial need.

XXVIII. MAX LEUCHTER MEMORIAL SCHOLARSHIP.—Established in December, 1949, in memory of Max Leuchter, father of Ben Z. Leuchter, of the Class of 1946. One scholarship, awarded at the discretion of the Faculty, "on the basis of character, scholarship and financial need."

XXIX. 1890 MEMORIAL SCHOLARSHIP FUND.—Established by a member of the Class of 1923 in memory of his father, of the Class of 1890, and in recognition of his father's friendship with the members of his class. The income from this fund is to be awarded as a scholarship by the College to a deserving student.

XXX. THE A. CLEMENT WILD SCHOLARSHIP.—Established May 14, 1951, by Mrs. Gertrude T. Wild in memory of her husband, A. Clement Wild, of the Class of 1899. The income from this fund is to be awarded as a scholarship by the College to a deserving student. Preference shall be given to an English exchange student or someone in a similar category.

XXXI. THE CHARLES MCCAUL FUND.—Established in 1951 by Mary N. Weatherly. One or more scholarships which shall be "awarded to students who show special interest in the field of religion and the social sciences."

XXXII. THE CAROLINE CHASE SCHOLARSHIP FUND.—Established December 10, 1951, by Caroline Chase, daughter of Thomas Chase, one-time president of the College. This fund is an expression of Thomas Chase's "enthusiastic appreciation for its high standards of scholarship in Greek, Latin and English literature."

XXXIII. THE JONATHAN AND RACHEL COPE EVANS FUND.—Founded in 1952 by the children and grandchildren of Jonathan and Rachel Cope Evans. One half of the income of this fund is to be used for scholarships.

XXXIV. THE C. PRESCOTT KNIGHT, JR., SCHOLARSHIP.—Established by the Haverford Society of New England for a New England boy from a New England school. In the award of this scholarship a committee, composed of alumni of the New England area, will consider character and personal qualities as well as the scholastic record and need of the applicant.

XXXV. THE ROY THURLBY GRIFFITH MEMORIAL FUND.—Established in June 1952 by Grace H. Griffith, in memory of Roy Thurlby Griffith, of the Class of 1919. The income from this fund is to be awarded as a scholarship by the College, "preference to be given to boys who have no father and who are in need of financial assistance."

XXXVI. THE MORRIS LEEDS SCHOLARSHIPS.—Established in 1953 by the Board of Managers of the College in memory of Morris E. Leeds, a member of the Class of 1888 and chairman of the Board from 1928 to 1945.

XXXVII. THE CLASS OF 1904 SCHOLARSHIP FUND.—Established June 4, 1954, in commemoration of the fiftieth anniversary of the Class of 1904. The income from this fund, which was contributed by the Class and the families of its deceased members, will provide one scholarship.

XXXVIII. THE WILLIAM MAUL MEASEY TRUST.—Established in 1952 by William Maul Measey, a friend of the College, who has been deeply interested in education and who has wished to help students of high quality in the pursuit of their education.

XXXIX. THE J. HORACE COOK FUND.—Established in 1955 by a bequest under the will of J. Horace Cook, of the Class of 1881, for a scholarship, "one to be awarded each year so that there will be a student in each class receiving his tuition from this fund."

XL. THE INAZO NITOBÉ SCHOLARSHIP FUND.—Established in November 1955 under the will of Anna H. Chace, "the income to be used and applied for the education at Haverford College of a Japanese student who shall be a resident of Japan at the time of his appointment to such scholarship and for his traveling expenses from and to Japan and his living expenses during the period he shall hold such scholarship."

XLI. THE GIFFORD K. WRIGHT SCHOLARSHIP FUND.—Established in December 1955 in memory of Gifford K. Wright, of the Class of 1893.

XLII. THE SUMMERFIELD FOUNDATION SCHOLARSHIP FUND.—Established in February 1956. One scholarship, awarded at the discretion of the Faculty, "on the basis of character, scholarship and financial need."

XLIII. THE SCOTT AWARD.—Established in 1955, for a period of five years, and renewed in 1960 for an additional five years, by the Scott Paper Company Foundation. "A two-year scholarship award for the Junior and Senior years, to be given to that student who is planning to embark upon a business career and who is judged by both students and faculty as an outstanding member of the Sophomore Class."

XLIV. JACOB P. JONES ENDOWMENT FUND.—This fund was established in 1897. The donor stated: "My hope is that under the blessing and favor of God there will come from this source a revenue which shall be productive of growth and vigor in the institution as well as help at this critical period of their lives to many deserving young men of slender patrimony."

XLV. THE W. LACOSTE NEILSON SCHOLARSHIP.—Established in 1957 by the family and friends of W. LaCoste Neilson, Class of 1901, in his memory. The income is to be used for the payment of one or more scholarships at the discretion of the College, preference if possible being given to students taking scientific or practical courses rather than those in the field of the arts.

XLVI. THE KATHLEEN H. AND MARTIN M. DECKER FOUNDATION SCHOLARSHIP.—Established in 1958, the Kathleen H. and Martin M. Decker Foundation Scholarship is awarded annually to young men preparing themselves in the fields of physics, mathematics, chemistry and biology. The Scholarship Committee, in making their selections, will have regard for candidates who rank high in scholarship, leadership and character. At least one scholarship will be given each year with a maximum grant of \$1,000. The actual amount of the stipend will be determined by the financial need of the candidate.

XLVII. THE RUFUS MATTHEW JONES SCHOLARSHIP FUND.—Established in 1959 by Clarence E. Tobias, Jr., as a testimonial to Rufus Jones "and in gratitude for the excellent educational facilities Haverford provided for me and my son." The principal and income of this Fund are to be used for scholarships or loans to students majoring in Philosophy. Preference is to be given to seniors. The recipient will be selected by the Chairman of the Philosophy Department in consultation, if he desires, with his departmental associates and in accord with the usual scholarship practice of the College. The donor welcomes additions to the Fund from any who might be interested.

XLVIII. THE GEORGE KERBAUGH SCHOLARSHIP.—This fund was established in 1960 in recognition and appreciation of the leadership and personal generosity of George Kerbaugh, '10, who headed the efforts of the Triangle Society to provide additional badly needed stands for Walton Field.

George Kerbaugh's many services to the College include his chairmanship of the Committee which raised the funds of the Library addition built in the 1930's. The Board of Managers then expressed to him "its heartfelt appreciation and its sense of great obligation for a notable achievement."

XLIX. THE F OF X SCHOLARSHIP.—Established by the bequest of Legh Wilbur Reid, who died April 3, 1961 and who was the esteemed Professor of Mathematics at the College for 34 years. His will provides that the scholarship is to be known as the F of x Scholarship.

The scholarship is to be awarded to a student in either the Sophomore, Junior or Senior Class who has successfully completed the freshman course in mathematics at Haverford College and who shall have shown a real interest in mathematics and who has given promise for the future of his work in that subject.

L. THE M. A. AJZENBERG SCHOLARSHIP FUND.—Established in 1962 in memory of M. A. Ajzenberg, for students planning to major or majoring in Physics or Astronomy, preferably graduates of public schools in New Jersey or New York City.

LI. THE SCHOLARSHIP OF THE NEW YORK HAVERFORD SOCIETY.—Established in 1963 for a resident of the New York area who is a member of the Freshman class.

The General Scholarships

In addition to the endowed scholarships, a general scholarship fund is available. Awards from this fund will be made by the committee, the scholarships varying in size and number according to the need of the applicants.

Curriculum

General

HAVERFORD is a liberal arts college. Its curriculum is designed to develop in its students the capacity to learn and understand, and to make sound judgments based on knowledge and on thought. The requirements for the degree insure the exercise of these skills in each of the broad fields of human knowledge, and their subtler development in a single field of concentration.

Bachelor's Degree

To graduate from Haverford College a student must complete successfully four years of academic work and three years of Physical Education (part of which may be replaced by work in the Arts and Service Program). Credit for a year of academic work is given to a student who has passed five courses for each of two semesters with an average of at least 60 for the Freshman year, 65 for the Sophomore year, and 70 for the Junior and the Senior years. Among the courses taken, the student must include freshman English, the courses required for his Major department, and, during the first three years, those required under the limited electives program (see below). In each course which is required as a part of his Major program, a student must achieve a minimum grade of 65. He must also include course 100 in his Major department during the second semester of the Senior year, at the end of which he must take the Major examination in that department, and receive in it a grade of at least 70. The degree normally conferred upon all candidates meeting these requirements is that of Bachelor of Arts. Upon request by the candidate and approval by the department concerned, however, the Bachelor of Science degree will be granted to men majoring in Natural Science, Mathematics, or Engineering.

Course Intensification

Each student is required to enroll in five courses each term as described above, since the College believes that wide diversity of course experience is an important part of a Haverford education, but the College also recognizes that students may sometimes profit from the opportunity on occasion to work more intensively on a smaller number of subjects. Therefore, with the approval of his adviser, a student may, if he wishes, effect reduction in the number of different subjects he is studying at any time except in his freshman year by registering, with the instructor's permission, for double credit in one, and in unusual cases, more than one of his courses. In a double credit course the student undertakes an approved program of independent study in conjunction with a regular course or a project course and submits a paper or passes an examination based on his independent work. Such independent work is not suitable in all subjects and the instructor of the course must be the final

judge of whether or not it should be attempted. In unusual cases, a student may apply to the Academic Standing Committee for permission to pursue a program of less than five subjects without enrolling in a double credit course.

Limited Electives

To ensure breadth of distribution, every student is required to take a certain number of courses in each of four designated areas of study. This requirement must be satisfied before a student can be admitted to Senior standing. Exception may be made by agreement between the Major Supervisor and the Dean. The requirements are as follows:

1. FOREIGN LANGUAGES: Students whose native language is English are required to pass at least one full-year course in a foreign language above the elementary grade. For the purpose of this requirement all first year foreign language courses are considered as of elementary grade. Ordinarily this requirement shall be satisfied by the end of the sophomore year.

At the time a student is admitted to a department his major adviser, in consultation with the student and his language instructors, shall make a decision as to whether the student's projected upperclass work and special interests require him to pursue additional language study and if so what study is required.

2. HUMANITIES: Division of courses into (a) and (b) categories is designed to assure that each student will have experience in the two areas: philosophic and religious, and literary and aesthetic. While recognizing that each Humanities course may have some elements of both areas, the faculty has agreed that the desired objectives can be reached by requiring that each student shall pass two semester courses in each of the following categories (a) and (b):

- (a) Humanities 21-22; all courses in Philosophy except 14 and 36; all courses in Religion.
- (b) All courses in Classics numbered above 14; all courses in English numbered above 16, except English 40; all courses in French numbered above 22; all courses in German numbered above 14, except German 22; all courses in History of Art and in Music; Russian 201, 203 (at Bryn Mawr); all courses in Spanish numbered above 14.

3. NATURAL SCIENCES AND MATHEMATICS: The requirement may be met by passing four semester courses chosen from:

Astronomy, Biology, Chemistry, Mathematics, Physics,
Geology 101a, 101b* and Physical Science 36.

At least one of the four semester courses must be a laboratory course. Excluded from the category of laboratory courses are Biology 13, Physical Science 36, and all courses in the Department of Mathematics.

* Geology is offered at Bryn Mawr College. In order for a student to take courses at Bryn Mawr, he must meet the requirements as stated on page 44 of this catalog.

4. SOCIAL SCIENCES: The requirement may be met by passing four semester courses chosen from at least two of the following departments:

Economics, History, Political Science, and Sociology. (For purposes of this requirement, Psychology 11, 12, and 32 may be counted in place of courses in Sociology.)

N.B. Courses listed jointly under History and English, or History and Classics, may be used in meeting the Social Science requirement or the Humanities (b) requirement, but not both. Religion/History 27, 28 may not be counted toward the Social Science requirement.

Courses taken in Summer School will not normally be accepted as satisfying limited elective requirements.

Free Electives

A number of courses sufficient to bring the total to forty semester courses shall be chosen by the student in consultation with his Faculty Adviser, with the understanding that the College reserves the right, through the Adviser and the Dean, to prevent unreasonable combinations of courses.

Non-Academic Electives

Three terms of physical Education or of courses in the Arts and Service Program are required of each Freshman, Sophomore, and Junior, as described on pages 86 and 107-109. These courses must be taken in addition to the 40 semester courses of academic work required for a degree.

Major Concentration

A student may elect to major in any one of the following departments: Astronomy, Biology, Chemistry, Classical Archaeology (Bryn Mawr College), Classics, Economics, Engineering, English, French, Geology (Bryn Mawr College), German, History, History of Art (Bryn Mawr College), Italian (Bryn Mawr College), Mathematics, Music, Philosophy, Physics, Political Science, Psychology, Religion, Russian, Sociology, Spanish.

Definite requirements are stated under the name of each department on pages 49-106. During the fourth semester of his attendance each student should confer with the Major Supervisor of the department in which he wishes to major, and apply to him for written approval of a program of courses for the last four semesters. Such a program must provide for the completion, by the end of the Senior year, of approximately twelve semester courses, or the equivalent, at least six of which must be in the Major Department and the others in closely related fields. Should the student's application be rejected by all departments in which he is interested, he should consult the Dean. Failure to file with the Dean, before the date specified on the College Calendar, a copy of his Major Program signed by his Major Supervisor, will entail a fine of \$5. Any student who continues delinquent in this matter, unless he is excused by the Dean, will be debarred from the

final examinations in his fourth semester. Should the student's application be rejected by all the departments to which he applies, he will not be promoted.

A student who applies for permission to become a Major in any department may be rejected for *scholastic reasons only*. The College rule on this point is:

If, at the time specified for application, the average of the grades obtained by a student in the "preliminary courses"* of any department is 75 or above, the student will be accepted by that department.

If the average of the grades obtained in these courses is below 70, the student will be accepted in that department only under exceptional circumstances.

If the average of the grades obtained in these courses is 70 or above, but below 75, the decision will be at the discretion of the Major Supervisor.

A student who has been formally accepted as a Major by any department has the right to remain as a Major in that department as long as he is in College. Should he wish to change from one department to another after the beginning of his fifth semester, the change can be made only with the consent of the new Major Supervisor and the Dean.

Each Senior must take a special Major comprehensive examination (written, oral, or both) during the period scheduled for such examinations. The purpose of this examination is to promote the student's comprehension, integration and application of the knowledge acquired in the field of his major concentration, and to secure evidence of this achievement. The passing grade for this examination is 70. In case of failure, a candidate may, with the permission of his Major Supervisor, present himself for re-examination at a date (to be determined by the Major Supervisor) later than Commencement Day of the current year.

If the re-examination is taken one year later, during the regular period of Major examinations, there is no fee. But if the candidate applies for re-examination at an earlier date (involving the preparation of a special examination for one individual), and if the request is granted, the fee is \$25.

As special background for the comprehensive examination a Senior shall engage in a period of study, technically called course 100, in his department of concentration during the semester preceding that examination. This period

* "Preliminary courses" are any courses the student may already have taken in the department to which he is applying. If the applicant has not already taken any courses in that department, the department may name courses in other departments which are to be regarded as "preliminary."

of study shall be counted as one of the five courses normally carried by the student during his final semester. Evaluation of the work in course 100 may be included in the grade earned by the student in his comprehensive examination.

In case of failure of the comprehensive examination a student does not necessarily repeat the term work of course 100, but follows the application procedure for re-examination as indicated above. A student may not take more than two re-examinations in the field of his major concentration.

Students taking Majors under the supervision of Bryn Mawr College will note that their course 100 may extend over more than one semester; if this is the case, credit for two courses at Haverford will be granted if the work in each semester of this course is satisfactory.

Examinations in courses in the Major subject taken in the last semester of the Senior year may be omitted at the discretion of the Major Supervisor.

Courses taken in Summer School will not satisfy Haverford course requirements for the Major unless prior written approval is granted by the Major Supervisor.

A student who has demonstrated unusual maturity and who has special interests and abilities may be permitted to arrange an *interdepartmental major*. The program of courses, the nature of the 100 course, and the nature of the comprehensive examination for an interdepartmental major are to be worked out in advance (that is, when the major is selected) by the student, with permission of the Dean, in consultation with and subject to the approval of the chairmen of the departments concerned, one of whom will be designated as Major Supervisor for that student.

In rare cases, and only for high ranking students, a *double major* may be arranged, in which the student takes the complete major in each of two departments. In order to take a double major, a student must receive permission from the Dean as well as from the chairman of each of the departments concerned.

Freshman Program

Each Freshman, on entering the College, is assigned to a Faculty member as Adviser. Unless the student or the Adviser requests a change, the student keeps the same Adviser until he chooses a Major near the end of the Sophomore year, when the Chairman of the Major Department becomes his Adviser. Assignment of Advisers for incoming students is made by the Dean, on the basis of the best evidence available to him. If the student finds

another Faculty member whom he would prefer to have as Adviser, he is urged to inform the Dean of this preference, so that, if possible, the change can be made.

The Faculty Adviser is instructed to advise each of his freshmen advisees on a plan of study suited to his special needs; however, the faculty requires that English be taken throughout the year and strongly recommends that in all usual cases the remaining four courses in each semester be: one course in language, one course in the area of Social Science, one course in the area of Natural Science and Mathematics, and one additional course.

The courses open to Freshmen are numbered 11 to 20 in the section on Courses of Instruction. If he is qualified, a Freshman may be permitted by the department concerned and by the Dean to take more advanced courses.

A series of standard tests is administered to all entrants within the first few days of the first semester. These tests are helpful in guidance and counseling.

Each Freshman's capacity for oral expression is tested early in the academic year, and further training in speech is given to those who need it, as well as to any others who may request it.

Developmental Reading

A program of developmental reading, under the direction of Mr. F. D. Comfort, offers an opportunity for students to improve their reading and study proficiency. Few students, if any, have realized their real potentiality in this field. Through a series of conferences, and possibly some group sessions, methods of developing higher level reading skills are explored and practiced. Any student who is willing to concentrate upon it, while reading for his various subjects, will find that he can increase his speed and comprehension. Also, by giving thought to the different purposes of reading, and practicing methods appropriate to each purpose, he may increase his adaptability, making each type of reading more effective.

Preparation for Professions

A large number of Haverford College students plan, after graduation, to enter upon further courses of study. As a liberal arts college, Haverford arranges its curriculum so that students who have such plans are able to meet the entrance requirements of graduate and professional schools. The College does not, however, attempt to anticipate in its own curriculum the work of any graduate or professional school. It is the conviction of the Faculty that the best preparation for graduate work is a liberal education, with sound training in basic disciplines, to which more specialized training may later be added.

A student who intends to go to a professional school is free to choose his major in accord with his principal abilities and interests, since professional schools, such as those of business administration, education, law, medicine, or theology, usually accept students on the basis of merit regardless of their choice of major and, except in the case of medical schools, without specific course requirements. The requirements of most state boards of medical licensure are such that all students who hope to be admitted to a medical school must take two semester courses, each of which must include laboratory work, in biology (usually Biology 12 and 21), Chemistry 13, 14 (or 15, 16), 25, 26, and Physics 13, 14.

Students who plan to go to professional schools should seek advice as early as possible from appropriate Faculty members as follows: business administration, Mr. Teaf; education, Mr. Lyons; engineering, Mr. Hetzel; law, Mr. Diamant; medicine, Mr. Cadbury; theology, Mr. Spiegler.

If a student plans to do graduate work in a departmental subject, such as economics, mathematics, history, etc., he should consult as early as possible with the chairman of the department at Haverford which most nearly corresponds to the department in which he plans to work in graduate school. This adviser will be able to guide him in his selection of courses, his choice of Major (which will not *necessarily* be in the department of his intended graduate study), and other questions which may have bearing on his future.

Law schools, medical schools, and some graduate schools require applicants to take special admission tests. Arrangements for taking these tests are the responsibility of the student concerned; he can obtain information about them from the Faculty members mentioned above.

Regulations

Conflicting Courses

A student is not allowed to elect conflicting courses, except with the permission of the Dean and the two instructors concerned.

Additional Courses

Although the normal load is five courses each semester, a student who desires to do so may take additional work upon approval of his adviser and the Dean. Such approval will not normally be granted to Freshmen, but will usually be granted to a Sophomore, Junior, or Senior who requests it, if his average for the preceding semester was 80 or above. There is no charge for a sixth course taken by a student in full standing, but a fee of \$40.00 is charged for a sixth course taken to make up a deficiency.

Audited Courses

A student who wishes to audit a course should obtain the permission of the instructor. No charge is made for auditing.

Course Changes

Courses may be changed during the first week of each new semester. During that time students are free to make changes after consultation with their Advisers and the Dean.

Changes will not be permitted later except in cases where the student is known to be an excellent student and where he receives the consent of the professor to whose course he is changing and of his Adviser and of the Dean.

Special Cases

Whenever a student gives proof of special abilities, the College is prepared to lay aside such requirements of the normal program as stand between him and the development of his gifts.

The Committee on Academic Standing is empowered to act on requests for exceptions to any of the academic regulations.

Evaluation of Academic Performance

The instructor in each course submits at the end of each semester a numerical grade for each student. A grade of "c.i.p." (course in progress) may be submitted at midyears for Senior research courses which run throughout the year, and for certain other year courses, as agreed on by the instructor and the Dean, and so announced at the beginning of the course.

Passing grades at Haverford range from 60 to 100 inclusive. Failing grades range from 45 to 59 inclusive (the lowest grade given to a student who completes a course is 45). The grades obtained by each student are averaged together to give evidence of his overall performance during that semester. If a student drops a course, or is required by his instructor to drop it, the grade is recorded as "DR" and averaged as 40, except that if the Drop is permitted by the Dean for reasons such as illness beyond the student's control, it is recorded as "W" (Withdrawn) and is not included in computing the average.

The Committee on Academic Standing reviews students' records at intervals, and has authority to drop students from college, or to set requirements for additional work in cases of students whose work is unsatisfactory. As a rule, the Committee will drop from college Freshmen who do not receive the required minimum average of 60, Sophomores whose averages are below

65, and Juniors and Seniors whose averages are below 70. However, any student whose record is such as to justify the belief that he is not availing himself of the opportunities offered by the College may be dropped.

In a year course in which the work of the second semester depends heavily on that of the first, a student who fails the first semester but nevertheless is allowed to continue may receive credit for the first semester (although the grade will not be changed) if his grade for the second semester is 70 or above, provided that the instructor in the course states in writing to the Registrar at the beginning of the second semester that this arrangement applies.

A student who, because of special circumstances such as illness, receives a low grade in a course, may petition his instructor and the Dean for a special examination. If the request is granted, and the student takes the special examination, the grade in that examination will replace the grade originally received in the mid-year or final examination in computing the final grade for that course; the new course grade will be entered in place of the old on the student's transcript, and the semester average will be revised accordingly.

In some circumstances a student may be permitted by the Dean to drop a course, or to take less than the normal load, and thus does not receive grades for the full five courses. The Committee on Academic Standing will review all such cases, and will specify what work the student must perform to be restored to full standing. Similarly, in the case of a student who wishes to accelerate, this Committee will specify conditions under which credit for an extra semester's or year's work will be granted.

Intercollegiate Cooperation

Because of the cooperative relationship among Bryn Mawr College, Haverford College, Swarthmore College, and the University of Pennsylvania, full-time students of any of these four institutions may, upon presentation of the proper credentials, enroll for courses in another institution of the group without additional expense.

Students desiring to take advantage of this arrangement must obtain the permission of the Dean. This permission is not granted to Freshmen, and is not usually granted to a student whose general average for the preceding semester has been less than 80, but the requirement of an 80 average may be waived if the course at the other institution is necessary for the student's Major. Permission is not granted to take a course elsewhere which conflicts with required appointments at Haverford. Permission is not granted if an equivalent course is offered at Haverford, except that, if taking the course

elsewhere will resolve a serious schedule conflict, the Dean, with the consent of the Department offering the equivalent course, is empowered to make an exception.

Junior Year Abroad

Well-qualified students who request it may be granted permission to spend the Junior Year studying in a foreign country. Such permission will require approval of the student's Major Supervisor and the Dean. If the student is not a language Major, approval will also be required of the Chairman of the Department of the Language spoken in the country selected. Interested students should consult the Dean early in the Sophomore year; he will direct them to Faculty members best qualified to advise them. The program of studies must be worked out in advance; if the program is completed successfully, the College will grant credit toward the degree for the work of the Junior year. Scholarship funds may be transferred for approved study abroad.

Junior Year Language Program

Provision is made, through a cooperative program with Princeton University, for the intensive study of certain languages not offered at Haverford—Arabic, Chinese, Japanese, Persian, and Turkish. A student participating in this program spends the summer after his Sophomore year in a program of intensive study of the language chosen, and then spends the Junior year at Princeton University, continuing the study of the language and taking each semester two or three other courses in related regional studies. The remainder of his program will be electives, usually courses important for his Major at Haverford.

Students interested in this program should confer with the Dean in the early Spring of the Sophomore year. To be nominated by the College, a student must have a good academic record, and must have secured the approval of his Major supervisor. Selection from among the nominees is made by Princeton University.

Visitors and Lectures

Individual departments of the Faculty invite visitors to Haverford for varying periods of time to meet with members of the department and with students interested in that field. These departmental visitors, who sometimes give public lectures, contribute considerably to the vitality of the work in the various departments.

This program has been greatly strengthened as a result of a generous bequest from the late William P. Philips. A substantial sum from this bequest

is used to bring to Haverford "distinguished scientists and statesmen," whose visits may last anywhere from a few hours to a full academic year. On page 15 of this catalog is a list of the visitors brought to the campus under this bequest during the academic year 1962-1963. A recent bequest from the late William Gibbons Rhoads, and a generous gift from a donor who wishes to remain anonymous, will enable the College also to bring to the campus distinguished visitors in the Humanities.

The Haverford Library Lectures and the Shipley Lectures, both endowed lectureships, provide annual speakers. The endowment for the former, a gift from the estate of Mary Farnum Brown, is available "for an annual course or series of lectures before the Senior Class of the College, and other students, on the Bible, its history and literature, and as a way may open for it, upon its doctrine and its teaching." The fund for the latter was presented by Samuel R. Shipley, in memory of his father, Thomas Shipley. The income from the Shipley fund is used "for lectures on English literature." At the weekly Collection meetings of the whole College prominent visitors talk to the student body on subjects of current interest.

The Class of 1898 Lectureship was established by that class in 1948.

Graduate Study

The College is empowered to grant degrees of Master of Arts or Master of Science, but very few candidates for these degrees are currently being admitted. Scholarship aid, financed by the T. Wistar Brown fund, is occasionally granted to such candidates, but the College's present policy is more often to utilize these funds for the support of graduate students, not necessarily candidates for graduate degrees, who wish to study in fields which Haverford's position as a Quaker college makes particularly appropriate.

Inquiries about graduate work at Haverford should be addressed to the Director of Admissions.

COURSES OF INSTRUCTION

THE NUMBERING SYSTEM used in this catalog involves a two-digit number for each semester course. Courses numbered from 11 through 20, primarily Freshmen courses, are open to all students; courses numbered from 21 through 30 are open to Sophomores, Juniors and Seniors; courses numbered from 31 through 60 are open to Juniors and Seniors; courses numbered from 61 through 80 are open only to Seniors; courses numbered from 81 through 89 are project courses open to Seniors and, in exceptional circumstances, to Juniors; in each department the course in preparation for the comprehensive examination is numbered 100.

When two course numbers, followed by a single description, are joined by a hyphen, the course is a year course; a student who takes the first semester of such a course must normally take the second semester. When two course numbers followed by a single description are separated by a comma, the first semester may be taken without the second, though the two are normally taken together as a year course. In either case, the first semester course is prerequisite to the second.

Unless further designated with an *a* (first semester) or a *b* (second semester), courses with uneven numbers are given in the first semester; those with even numbers in the second.

Where a course is listed as a prerequisite for another course, a grade of 65 or better will be required in the prerequisite course, unless otherwise specified; in exceptional circumstances, however, the instructor may waive this requirement at his discretion.

Each course carries three semester hours credit, and is offered annually, unless otherwise specified.

Astronomy

PROFESSOR LOUIS C. GREEN, *Chairman*

THE DEPARTMENTAL WORK is designed to give students an understanding of and an interest in the universe in which they live. At all times in the course work the relation of astronomy to the other fields of learning is kept to the fore.

Major Requirements

Astronomy 11, 12; three courses chosen from Astronomy 41, 42, 44, 45, 46; Astronomy 81 or 82, 100; Mathematics 21; Physics 15, 16. Three written comprehensive examinations of three hours each.

Requirements for Honors

All Astronomy majors are regarded as candidates for Honors. The award of Honors will be made on the basis of superior work in the departmental courses, in certain related courses, and in the comprehensive examinations.

- 11, 12. DESCRIPTIVE ASTRONOMY—*Four hours, including one laboratory period a week.* Mr. Green.

Our knowledge of the motions, composition, organization, and evolution of the solar system, stars, galaxies is presented, together with explanations of the methods by which this information is obtained. The laboratory work consists of visual, photographic, and spectroscopic observations of the sun, moon, planets, stars, and nebulae. Prerequisite to Astronomy 12 is Astronomy 11 or consent of the instructor.

41. GENERAL RELATIVITY AND COSMOLOGY—Mr. Green
(Also called Physics 41.)

The tensor calculus is developed and applied to a discussion of general relativity and cosmology. The observational and experimental evidence supporting general relativity is reviewed, and the present state of the evidence favoring expanding and steady state universes is considered. Prerequisite: Mathematics 21 and Physics 15, 16.

Offered in 1963-64 and alternate years.

42. PLASMA PHYSICS—Mr. Green

The principles of magnetohydrodynamics and plasma physics are developed and applied to such topics as the earth's magnetism and paleomagnetism, the Van Allen belts; the origin and variations of the radio, ultraviolet and cosmic ray fluxes; the distribution and alignment of the interstellar dust, the presence of synchrotron radiation in cosmic sources and the magnetic field of the galaxy. Prerequisite: Mathematics 21 and Physics 15, 16.

Offered in 1963-64 and alternate years.

44. QUANTUM MECHANICS OF ATOMS AND MOLECULES—Mr. Green.
(Also called Chemistry 44.)

The structure and spectra of atoms and simple molecules are derived quantum

mechanically. A brief demonstration of the use of group theory is included. Considerable time is devoted to the quantum mechanical explanation of the chemical bond, its ionic, covalent and metallic character, as well as its steric properties. The interpretation of laboratory and astronomical spectra is discussed. Prerequisite: Mathematics 21, Physics 13, 14 and Chemistry 13, 14.

In 1963-64, offered at Bryn Mawr College as Chemistry 303b; Mr. Zimmerman.

45. ADVANCED CLASSICAL MECHANICS—Mr. Green.

(Also called Physics 45.)

The Lagrangian and Hamiltonian formulations of mechanics are developed and applied to the motions of the earth. The Hamilton-Jacobi equation is derived. Action-angle variables are demonstrated and, together with perturbation theory, are applied to the motion of natural and artificial satellites. Planetary theory is treated briefly, and galactic dynamics is considered. Prerequisite: Mathematics 21 and Physics 15, 16.

Offered in 1964-65 and alternate years.

46. STELLAR EVOLUTION AND THE ORIGIN OF THE ELEMENTS—

Mr. Green.

The theory of stellar structure is reviewed and the problem of stellar evolution is discussed on the basis of the theoretical and observational evidence. The significance of the results for the origin of the elements is considered. Prerequisite: Mathematics 21 and Physics 15, 16.

Offered in 1964-65 and alternate years.

81, 82. SPECIAL TOPICS IN ASTROPHYSICS—Mr. Green.

The content of this course may vary from year to year to suit the needs of advanced students. It may be repeated for credit. Prerequisite: Considerable maturity in Mathematics, Physics, and Astronomy.

Biology

ASSOCIATE PROFESSOR MELVIN SANTER, *Chairman*

PROFESSOR ARIEL G. LOEWY

ASSOCIATE PROFESSOR IRVING FINGER

ASSISTANT PROFESSOR MARGARET J. MATHIES

VISITING ASSISTANT PROFESSOR GEORGE L. HAGEN

THE BIOLOGY program is designed to give a solid foundation in general biological principles, an insight into recent developments of experimental aspects of the field, and an opportunity for a research experience in the senior year.

The courses are built up in a sequence of three stages.

- 1) Four introductory courses to be taken at the freshman and sophomore level which cover biological principles (13, 21) and biological diversity (12, 14).

- 2) Six advanced courses (31, 32, 33, 35, 37, 38) to be taken at the junior or senior level designed to create sufficient competence for research in the senior year.
- 3) Three Senior Research Tutorials (61-62, 63-64, 65-66) involving reading of current literature, laboratory research, student lectures and seminars, and a senior thesis. The topics of these research tutorials lie in the areas of principal interest of the instructors.

Major Requirements

Biology 12, 13, 21, 31, 32, either 33 or 38, either 61-62 or 63-64 or 65-66, 100; Chemistry 13, 14, 25. Where prerequisites are required for these courses, the student must achieve a grade of at least 70 unless otherwise stated, or receive the consent of the instructor to apply them as prerequisites.

The Department strongly recommends the following additional courses since they provide a minimum theoretical background for advanced work in Biology: Mathematics 11, 12 or 15, 16, Physics 13, 14, Chemistry 26, 31, 32.

Biology 100 consists of a series of seminars given by students and designed to tie together the work done in the three Senior Research Tutorials, and a written comprehensive examination at the end of the senior year.

Requirements for Honors

Since all Biology majors participate in the departmental Senior research program, they are all candidates for departmental Honors. These are awarded upon consideration of the following criteria of achievement: (a) grade average in courses, (b) Senior research and thesis, (c) performance on the comprehensive examinations, (d) performance on the Graduate Record Examination. The fee for the Graduate Record Examination will be paid by the department.

12. THE ANIMAL KINGDOM—*Four hours, including one laboratory period a week.*
Miss Mathies.

A study of the evolution of structure and function in the animal kingdom. Emphasis is also placed on contributions to general biological principles derived from experiments performed with representative species from the various phyla. One-third of the course is devoted to embryology.

13. ORGANISMS IN TIME AND SPACE—Mr. Loewy.

An introductory course dealing with the phenomenon of biological adaptation. It includes an elementary treatment of the principles of heredity and their application to population dynamics through time (evolution) and space (ecology).

14. THE PLANT KINGDOM—*Three hours. Two class periods and one laboratory period a week.* Mr. Hagen.

A study of evolutionary development in the plant kingdom and of the structure and function of the higher plants. Advanced students can do additional work in plant physiology.

21. **PHYSICAL BASIS OF LIFE**—*Four hours, including one laboratory period a week.*
Mr. Loewy and Mr. Santer.

An introductory course in the areas of cell biology conventionally denoted as Physiology, Biochemistry, and Biophysics. The course will attempt to give insight into the methods and subject matter of the physical-chemical approach to the study of living systems. This is a sophomore course; students who wish to postpone it to the junior year should obtain permission of the instructor at the end of the freshman year. Prerequisite: Chemistry 13, 14, or consent of the instructor.

- 31, 32. **MICROBIOLOGY**—*Four hours, including one laboratory period a week.*
Mr. Santer.

A course dealing with the microbial worlds of bacteria, viruses, fungi and algae. The lectures will define these various groups and describe how they carry on their life processes. Great emphasis will be placed on biochemical studies which have helped to elucidate (1) pathways of substrate metabolism, (2) biosynthetic capabilities, (3) methods of reproduction. In the laboratory the student will learn the techniques of culturing and recognizing various microorganisms and will study bacterial metabolism. Prerequisite: Biology 21; Chemistry 25 must be taken previously or concurrently.

33. **GENETICS**—*Four hours, including one laboratory period a week.*
Miss Mathies.

A consideration of hereditary mechanisms with special emphasis on the regulation of gene expression and the molecular basis of the phenotype. Lectures will cover the contributions of the nucleus, cytoplasm, and environment to inherited diversity and will be supplemented by laboratory experiments with the fruit fly, corn, and microorganisms. Prerequisite: Biology 13 or consent of instructor. It is recommended that Biology 31, 32 be taken concurrently.

35. **READING COURSE IN EVOLUTION THEORY**

The purpose of this course is to enable the student to acquaint himself with evolutionary theory, both current and past, by reading advanced textbooks, reviews and scientific journals. Prerequisite: Biology 33 and consent of the instructor.
Not offered in 1963-64.

37. **DEVELOPMENTAL BIOLOGY**—*Three hours, including one laboratory period a week.*

A study of the development of animal and plant structure and function. Lectures and laboratories will deal mainly with the contributions of cellular and molecular biology to an understanding of the mechanisms leading to cellular and organ differentiation. Prerequisite: Biology 12.
Not offered in 1963-64.

38. **CELLULAR PHYSIOLOGY**—Mr. Loewy.

The purpose of this course is to develop a theoretical basis for the study of some integrated cell functions (osmotic, electrical and contractile work). Emphasis is placed on the physics and chemistry of proteins and nucleic acids and the sub-

microscopic structure of the cell. Prerequisite: Biology 21; Physics 13, 14 to be taken previously or concurrently. It is recommended that Biology 32 be taken concurrently.

61-62. SENIOR RESEARCH TUTORIAL IN COMPARATIVE BIOCHEMISTRY—
Mr. Santer.

Individual student research on various aspects of microbial metabolism. Laboratory work is supplemented with readings, written reports and seminars on advanced topics in microbiology and biochemistry. Prerequisite: Biology 31, 32.

63-64. SENIOR RESEARCH TUTORIAL IN CELLULAR ARCHITECTURE—Mr.
Loewy.

Readings from current textbooks and periodicals on structural aspects of proteins, nucleoproteins, cellular particulates and cells. Considerable emphasis is placed on techniques by which fine structure can be studied. Research in an area relating protein chemistry to cellular fine structure and cellular function. Student lectures on readings and research. Prerequisite: Biology 38.

65-66. SENIOR RESEARCH TUTORIAL IN IMMUNOLOGY—Miss Mathies.

Individual student research projects in various aspects of the immune response. Experimental work includes the use of immunochemical techniques and methods of protein fractionation and analysis. Particular emphasis is placed on the investigation of antibody formation as a unique type of protein synthesis. Written reports and student-led seminars on current research supplement the laboratory work. Prerequisite: Biology 31, 32, or consent of the instructor.

Chemistry

PROFESSOR ROBERT I. WALTER, *Chairman*

PROFESSOR WILLIAM E. CADBURY, JR.

ASSOCIATE PROFESSOR COLIN F. MACKEY

ASSOCIATE PROFESSOR JOHN P. CHESICK

ASSOCIATE PROFESSOR HARMON C. DUNATHAN

ASSISTANT PROFESSOR DANIEL P. WEEKS

ASSISTANT ELEANOR MAASS

The program in chemistry is designed to develop familiarity with that science as an intellectual discipline. This approach both serves our function of contributing to the liberal education of non-professionals, and provides a sound basis for professional work in chemistry and related sciences. The courses are planned as a sequence which each student is encouraged to enter at as advanced a level and to complete as rapidly as his background and abilities will permit. Able students then have available a substantial block of time in the senior year for serious pursuit of a laboratory research problem, and for independent correlation and extension of the material presented in the individual courses.

A Major in chemistry who plans to undertake graduate study in that or a related field should include in his program courses 34, 53, and two additional courses in either chemistry or physics, together with German 13, 14, and Mathematics 21, 22. This program provides a level of training equivalent to that recommended by the American Chemical Society. For the courses in chemistry required for premedical preparation, see page 42.

Major Requirements

Chemistry 13, 14 (or 15), 16, 21, 22, 25, 26, 51, 81, and 100; Mathematics 15, 16, and Physics 13, 14.

Students who are graduated in June 1965, or earlier, may substitute equivalent courses listed in the 1962-1963 catalogue for any of these course requirements for the major program.

A student must earn a grade of at least 70 in those courses listed as prerequisite to an advanced course in order to qualify for admission to the advanced course.

Requirements for Honors

Students who are considered qualified will be invited to become candidates for departmental Final Honors during the second semester of the Junior year. Honors candidates will be expected to complete a Senior laboratory research problem (courses 83, 84) at a level superior both in quality and quantity of effort to that expected in normal course work. The award of Final Honors by the department will be based upon superior performance in the research problem, in major courses, and in the Senior comprehensive examinations.

13. PRINCIPLES OF CHEMISTRY—*Four hours. Three lectures and one laboratory period each week.* Mr. MacKay and department staff.

A study of stoichiometry, atomic structure and the periodic table, energy changes in chemical processes, and equilibrium systems. Illustrations are taken from each of the traditional branches of chemistry.

14. STRUCTURE AND BONDING IN CHEMISTRY—*Four hours. Three lectures and one laboratory period each week.* Mr. Walter and department staff.

A study of the concepts of structure, isomerism, and functional group, the properties of covalent bonds and of covalent molecules, and the factors which influence the rates of reactions.

15. PRINCIPLES, STRUCTURE, AND BONDING—*Four hours. Three lectures and one laboratory period each week.* Mr. Walter.

A rapid survey of the topics covered in Chemistry 13, 14. Admission will be based upon the student's preparation and past performance in chemistry, together with his grade on a placement examination given during the orientation week. May not be taken for credit after Chemistry 13, 14.

16. THE PHYSICAL CHEMISTRY OF EQUILIBRIUM SYSTEMS—*Four hours. Three lectures and one laboratory period each week.* Mr. Chesick.
A study of thermochemistry, chemical equilibrium, and the first two laws of thermodynamics. Laboratory exercises will consist of the quantitative study of various equilibrium systems. Prerequisite: Chemistry 14 or 15, Mathematics 15, 16 (may be taken concurrently).
21. THE PHYSICAL CHEMISTRY OF REACTING SYSTEMS—*Four hours. Three lectures and one laboratory period each week.*
A study of electrochemistry, colligative and transport properties of solutions, the phase rule and phase equilibria, reaction rates and chemical kinetics, and the third law of thermodynamics. Laboratory exercises will consist of the quantitative study of systems related to the lecture topics. Prerequisite: Chemistry 16.
Offered in 1964-65 and subsequent years.
22. THE PHYSICAL CHEMISTRY OF MOLECULES
The Boltzman distribution law, kinetic theory of gases, and elementary topics from statistical thermodynamics and quantum mechanics. Prerequisite: Chemistry 21 and Physics 14 (may be taken concurrently).
Offered in 1964-65 and subsequent years.
- 25, 26. ORGANIC CHEMISTRY—*Four hours. Three lectures and one laboratory period each week.* Mr. Walter and Mr. Weeks.
A survey of the chemistry of the functional groups common in organic compounds, and of the elementary theoretical basis of organic chemistry. Prerequisite: A grade of 70 or higher in Chemistry 14 or 15.
- 31, 32. PHYSICAL CHEMISTRY—Mr. MacKay.
A study of the physico-chemical properties of matter, the first and second laws of thermodynamics, homogeneous and heterogeneous physical and chemical equilibrium, electrochemistry, and chemical kinetics. Prerequisite: Physics 13, 14; Mathematics 15, 16.
Not offered after 1963-64.
34. ADVANCED PHYSICAL AND INSTRUMENTAL METHODS LABORATORY. *One lecture and two laboratory periods each week.* Mr. Chesick.
Laboratory study of the applications of spectroscopic, x-ray, and other methods to the determination of molecular structure, and of the reactive and non-reactive interactions of molecules and ions.
44. QUANTUM MECHANICS OF ATOMS AND MOLECULES—Mr. Green.
(See Astronomy 44.)
51. INORGANIC CHEMISTRY—*Four hours. Two lectures and two laboratory periods each week.* Mr. Chesick.
Lectures on theoretical and systematic descriptive inorganic chemistry. Laboratory problems in qualitative inorganic analysis and inorganic preparations in aqueous and non-aqueous systems. Prerequisite: Chemistry 32.

53. QUALITATIVE ORGANIC ANALYSIS—*Four hours. Two lectures and two laboratory periods each week.* Mr. Weeks.

The identification of organic compounds, with major emphasis on degradative and spectroscopic methods as applied to structure determinations. Prerequisite: Chemistry 26.

54. ADVANCED ORGANIC CHEMISTRY—Mr. Walter and Mr. Weeks.

Selected topics from the fields of stereochemistry, reaction mechanisms, and the structure and biosynthesis of natural products. Prerequisite: Chemistry 26.

81. LIBRARY PROBLEM IN CHEMISTRY—Department staff.

A complete literature search, summary of the important papers, and discussion of the methods and potential results of future study of remaining problems is carried out on a topic selected from a list prepared by the faculty. The results are presented in a written paper and defended in an oral examination given in January. Students who register for Chemistry 83 and 84 are encouraged to select the literature related to their laboratory problems as their topics for Chemistry 81. In that case, they will present the results of both the literature search and their laboratory work in a written paper and oral examination given in May.

- 83, 84. LABORATORY RESEARCH PROBLEM IN CHEMISTRY—Department staff.

Laboratory study of a problem chosen from suggestions offered by the faculty and carried out under the direct supervision of a faculty member. Laboratory problems of two semesters duration are expected of candidates for departmental Final Honors, and may be taken by other students with the consent of the staff. Since laboratory research problems require a major investment of resources of the department—equipment, supplies, and staff time—a student must display diligent effort during his work in Chemistry 83 in order to be eligible to register for Chemistry 84.

Classics

PROFESSOR HOWARD COMFORT, *Chairman*

VISITING PROFESSOR MICHAEL H. JAMESON

ASSOCIATE PROFESSOR GEORGE A. KENNEDY

VISITING ASSISTANT PROFESSOR JOHN ARTHUR HANSON

THE CLASSICS DEPARTMENT offers instruction in the language, literature and civilization of the Greek and Roman peoples. Knowledge of the Classics is fundamental to an understanding and proper use of the English and Romance languages; familiarity with the Classics is an indispensable background for the Western European literary tradition; and the history and civilization of Greece and Rome provide an explanation of, and parallels to, many pressing contemporary political, economic, social and religious problems.

Principal emphasis is laid upon meeting the Greek and Roman legacy through the medium of the original languages, but courses in Classical Civili-

zation offer opportunities to study ancient history and literature in English translation.

Two major programs offer students an opportunity either to specialize in the ancient world or to follow the Classical Tradition into its modern manifestations.

Major Requirements

Two major programs are available in this department:

A. Classics Major: six full year courses divided between Greek and Latin, of which Classics 31, 32 or 33, 34 or 81, 82 must be one; Classics 100; a written comprehensive examination.

B. Classics and the Classical Tradition Major: approval of a specific program involving the study of at least one ancient language and one modern field; four full year courses in Greek or Latin; four semester courses on the related field in other departments; a thesis, ordinarily written in connection with Classics 81, 82; Classics 100; a written comprehensive examination.

Requirements for Honors

A. Classics Major. A Classics major who is considered qualified will be invited to become an Honors candidate at the end of the first term of the Junior year. In consultation between the student and his adviser an individual reading list in Greek, Latin, and modern languages will be drawn up, adapted to the student's needs and interests. He will be examined on this list as an additional part of his comprehensive examination. Honors and High Honors will be awarded on the basis of these examinations and the student's course work.

B. Classics and the Classical Tradition Major. All students admitted to this program will be deemed Honors candidates. Honors and High Honors will be awarded on the basis of the thesis, the comprehensive examination, and the student's course work.

Courses in Greek Language and Literature

11-12. ELEMENTARY GREEK—Mr. Kennedy.

Thorough study of the elements of the language followed by reading of at least one important work of Greek literature such as a dialogue of Plato or a play of Euripides.

21, 22. INTRODUCTION TO GREEK LITERATURE—Mr. Kennedy.

Extensive reading in Homer, lyric poetry, drama, and prose with lectures and reports on the history and chief features of Greek literature. Prerequisite: Classics 11-12 or the equivalent.

31, 32. GREEK LITERATURE IN THE FIFTH CENTURY—Mr. Kennedy.

Study of Aeschylus, Sophocles, Herodotus and Thucydides or of other Greek authors as dictated by the needs of the students enrolled. Prerequisite: Classics 21 or 22 or the equivalent.

Offered in 1964-65 and alternate years.

33, 34. GREEK LITERATURE IN THE FOURTH CENTURY AND LATER—
Mr. Kennedy.

Study of Demosthenes, Aristotle, and other authors as dictated by the needs of the students enrolled. Students majoring in Classics will be afforded opportunities to practice Greek composition. May be repeated for credit with change of content.

Prerequisite: Classics 21 or 22 or the equivalent.

Offered in 1963-64 and alternate years.

Courses in Latin Language and Literature

13-14. ELEMENTARY LATIN—Mr. Comfort.

Basic instruction in Latin declension and conjugation; then Cicero's *Pro Archia Poeta*, nearly all the poems of Catullus, and selected Letters of Pliny.

Not offered in 1963-64.

15, 16. LATIN LITERATURE I—Mr. Comfort.

Review of grammar and vocabulary; reading in Vergil and/or Cicero. Prerequisite: Classics 13-14 or two or three years of preparatory Latin.

17, 18. LATIN LITERATURE II—Mr. Comfort.

Reading of Roman comedy and of authors of the Republic and Augustan Age. Prerequisite: Classics 15, 16 or four years of preparatory Latin.

23, 24. LATIN LITERATURE III—Messrs. Comfort and Kennedy.

Systematic study of one or more aspects of Latin literature and Roman life. Prerequisites at the discretion of the instructor.

These courses may be repeated for credit with change of content.

81, 82. PROJECTS IN CLASSICS—Messrs. Comfort and Kennedy.

Prerequisites at the discretion of the instructor.

Courses in Classical Civilization not requiring the use of Greek or Latin

19-20. CLASSICAL CIVILIZATION: HISTORY AND LITERATURE—Messrs. Comfort and Kennedy.

(Also called History 19-20.)

Study of the significant events and trends of ancient history and of the chief works of Greek and Latin literature in English translation.

Offered in 1963-64 and alternate years.

29. SEMINAR IN GREEK CIVILIZATION—Mr. Jameson.

(Also called History 29.)

Reading in translation of extensive portions of the literary remains of one period of Greek civilization, together with study of the history of the age. Seminar papers will offer opportunities to individual students to emphasize either literature or history. Topic for 1963-64: The Fifth Century. May be repeated for credit, with change of content.

Offered in 1963-64 and alternative years.

30. SEMINAR IN ROMAN CIVILIZATION—Mr. Hanson.

(Also called History 30.)

Reading in translation of extensive portions of the literary remains of one period of Roman civilization, together with study of the history of the age. Seminar papers will offer opportunities to individual students to emphasize either literature or history. Topic for 1963-64: The Roman Republic and the Hellenistic East. May be repeated for credit, with change of content.

Offered in 1963-64 and alternate years.

Economics

PROFESSOR HOLLAND HUNTER, *Chairman*

PROFESSOR HOWARD M. TEAF, JR.

PROFESSOR PHILIP W. BELL

ASSISTANT PROFESSOR EUGENE SMOLENSKY

THE WORK in Economics is intended primarily to develop in students an understanding of the working of the American economy and less developed economies, to give training in the analysis of economic data, to arouse an informed interest in public affairs, and to lay the basis for the formation of intelligent economic policy judgments.

The introductory courses, Economics 11 and 12, are designed to give the basic understanding of economic processes and of economic organization that should be part of a liberal education. The Economics 23, 24 sequence is devoted to the basic data with which economists work and the ways in which they can be analyzed. These courses develop the principal tools of research which can be applied in upperclass courses. The advanced courses are offered as part of a program of liberal education, but are designed to meet, at the same time, the needs of men going on to graduate work in economics, business administration, or related fields. Several of the advanced courses should be of special value to men planning to enter the fields of business, law, urban planning, the foreign service, or other government work. In the advanced courses emphasis is placed on the use of source materials and on research methods in economics, and students gain experience in the preparation of analyses and reports.

In his senior year each student majoring in Economics will normally undertake a research project in Economics 81 or 82, under the close supervision of a member of the Department, which may be continued into the second semester.

Men expecting to major in Economics are advised to take, in the Freshman year, Economics 11 and 12, and at least two semesters of Mathematics.

Major Requirements

Economics 11, 12, 23, 31, 32, normally 61, 81 or 82, 100, and two other semester courses in Economics. Economics 100 is a seminar, designed to give perspective to studies in the major program. Students will review economic systems in a general-equilibrium context, as well as the measurement of economic performance in terms of welfare analysis. The nature and validity of economic assumptions will be reconsidered.

Two semesters of Mathematics and three other approved semester courses in the Social Sciences or Mathematics.

A comprehensive examination, which normally includes a written examination, an oral examination, and the preparation of a research memorandum.

Requirements for Honors

Plans for Honors work usually will be laid at the end of the Junior year. This work includes a paper of high quality, usually written in conjunction with the Senior project course or courses. At least one examiner from outside the College will participate in oral examinations of candidates for High Honors.

11. ECONOMIC EFFICIENCY IN A COMPLEX SOCIETY—Mr. Teaf and Mr. Hunter.

A study of the main features of modern economic life in the United States including the following topics: (1) the resource base and technological setting; (2) the behavior of consumers and business firms; (3) price theory and problems of efficiency in the allocation of fully employed resources; (4) income, employment, and monetary theory and problems involved in providing for the full utilization of existing resources.

12. ECONOMIC GROWTH AND WELFARE IN A WORLD SETTING—Mr. Teaf, Mr. Hunter, and Mr. Smolensky.

Extension of the work in Economics 11 to the world economy; analysis of problems of growth and the distribution of income in developed and underdeveloped countries and within the world community as a whole; problems involved in economic planning under various types of economic system.

Economics 11 and 12 together present the basic elements for an understanding of current economic problems in this country and in the world at large. Students who are planning further work in economics or other social sciences are encouraged to take both courses. Normally Economics 11 should be taken before Economics 12, although exceptions may be made with consent of the instructor in charge.

23. BUSINESS AND NATIONAL ACCOUNTING DATA ON INCOME AND WEALTH—Mr. Teaf.

A study of the fundamentals of corporate accounting and their extension to the national accounts. Emphasis is placed on the derivation of the major reports of businesses and of the national economy. Prerequisite: Economics 11 or permission of the instructor.

24. **MATHEMATICAL ECONOMICS AND THE USE OF EMPIRICAL DATA—**
Mr. Smolensky.

Mathematical formulation of models for solving economic problems and the use of such models in applied economic research. Material includes classical statements of optimal and non-optimal behavior of firms, households, and the economy as a whole, linear programming, input-output analysis, and elementary game theory, as well as multiple regression and correlation, and other statistical techniques employed in the empirical testing of economic models. Students in this course will learn to use high-speed electronic computing equipment for research purposes.

Prerequisite: One year of college mathematics.

31. **MONEY AND BANKING: THEORY AND POLICY—Mr. Smolensky.**

The role and relative importance of money as a determinant of the aggregate level of income and employment, the general price level, and the level and structure of interest rates in a closed economy, are analyzed and appraised. Institutional aspects of commercial and central banks, and other financial and non-financial intermediaries relevant for monetary policy, are studied. The policies of the Federal Reserve System since the Second World War are evaluated. Prerequisite: Economics 11 and 12, or permission of the instructor.

32. **GOVERNMENT FINANCE—Mr. Smolensky.**

An analysis of major issues in the field of government revenues and expenditures. Topics considered include standards for government expenditures, principles of equity in taxation, fiscal policy for stability and growth, political and economic problems in the implementation of public policy. Prerequisite: Economics 11.

33. **POPULATION POLICIES AND PROBLEMS—Mr. Reid.**

(See Sociology 33.)

34. **TECHNOLOGY, EMPLOYMENT, AND LEISURE—Mr. Teaf.**

(Also called Political Science 34 and Sociology 34.)

Seminar study of the social and personal problems arising out of rapid technological change and increase in productivity. The labor force and its full employment; insecurity of the individual; unemployment benefits and pensions; public policy and programs; leisure: its opportunities, uses, and effects. Prerequisite: One year of Economics, Political Science, or Sociology.

36. **THE MODERN CORPORATION—Mr. Teaf.**

An analysis of the institutional fundamentals underlying corporate decision-making: essentials of economic and legal organization, relations with securities holders, securities markets, and regulatory authorities; ethical issues surrounding corporate performance in contemporary society. Prerequisite: Economics 23.

37. **INDUSTRIAL STRUCTURE AND MARKET BEHAVIOR—Mr. Baratz.**

(Also called Political Science 37.)

Theoretical and empirical analysis of the structure of industrial markets and the behavior of business firms in a competitive economy; legal restrictions on business policy; social and political implications of public regulation of private enterprises. Prerequisite: Economics 11, 12.

Offered annually at Bryn Mawr as Economics 201a.

39, 40. INTERNATIONAL RELATIONS: POLITICAL AND ECONOMIC—Mr. Glickman.

(Also called Political Science 39, 40.)

An examination of human, material, and cultural factors and their interconnection in the making of national goals and national strategies in the setting of the world community. Concentration on major international developments since 1918, including analysis of selected problems, such as economic development, stabilization of trade and payments, arms control, settlement of disputes. Individual or group research projects required. The first term focuses on political analysis, the second term on economic analysis. Prerequisites: Political Science 11, 12 and Economics 11, 12, or permission of the instructor.

Economics 40 not offered in 1963-64.

41. LABOR ECONOMICS AND LABOR RELATIONS—Mr. Teaf.

(Also called Sociology 41.)

A study of the fundamentals of the employer-employee relationship, such as wages, hours, security; the functioning of labor organizations and government; the purposes and methods of collective bargaining. Special emphasis is placed on methods of resolving industrial conflict. Prerequisite: Economics 11 and 12, or permission of the instructor.

42. THE ECONOMICS OF DEVELOPMENT—Mr. Hunter.

An examination of the economic and non-economic factors accounting for low per-capita incomes in underdeveloped economies, of the problems encountered in initiating the process of economic development, especially in non-Western societies, and of major policy issues associated with foreign aid for developing economies. The recent experience of India and China is reviewed. Short student research papers required. Prerequisite: Economics 11, 12, and two courses in Political Science or Sociology, or permission of the instructor.

43. THE SOVIET SYSTEM—Mr. Hunter.

(Also called Political Science 43.)

An analysis of the Soviet record as a case study in rapid industrialization. The evolution of major political, economic, and social institutions is reviewed; attention is given to trends and prospects. The topics examined include: the background of the 1917 Revolutions; the rise of Stalin and evolution of total government; forced industrialization and agricultural collectivization; stabilization of Soviet social organization; factors explaining wartime survival and postwar growth; evaluation of trends since 1953. Prerequisite: Four semester courses in the social sciences, or permission of the instructor.

47. REGIONAL ANALYSIS—Mr. Smolensky.

(Also called Sociology 47.)

The techniques of economic location theory are developed and used to explain differences in the economic structure of regions. Problems of regional income inequality, population and industrial migration, and the economies of cities are examined. Prerequisite: Economics 11, 12.

61. SENIOR SEMINAR—Mr. Smolensky.

Analysis of quantitative studies with special emphasis on the statistical and theoretical techniques employed. Readings change each year to accommodate the special interests of each class. A paper involving original quantitative analysis will be required. Students who choose to do so, may extend their research into a second semester in Economics 82.

81, 82. PROJECT AND READING COURSES—Members of the Department.

Engineering

ASSOCIATE PROFESSOR THEODORE B. HETZEL, *Chairman*

PROFESSOR CLAYTON W. HOLMES

ASSISTANT, NORMAN M. WILSON

HAVERFORD gives a fundamental engineering education based on the broad, well established liberal arts program which is so much emphasized as needed to meet today's requirements, and which is exceptionally well suited for preparing a student for a career in engineering, business or industry.

Students not intending to enter the highly specialized fields of design and research will find the Haverford courses ample for their needs. Graduates of Haverford who have majored in engineering are admitted to the student-engineers' courses of the leading industrial companies on equal terms with graduates of engineering colleges. Those who desire more technical training before entering the active work of the profession are granted substantial credit toward advanced standing in technical institutions or are admitted to their graduate schools.

The Engineering Major courses, including the science and mathematics courses that are usual in engineering schools, combined with courses in economics, sociology, and psychology, constitute a program such as is sometimes called "General Engineering" or "Engineering Administration." In addition the limited elective requirements insure breadth in the liberal arts, and nine free electives make a flexible program providing opportunity for additional concentration in science and engineering.

The engineering courses are conducted in Hilles Laboratory of Applied Science, a modern building with mechanical and electrical laboratories and other necessary facilities. Classes are small with close student-professor relationships.

Exceptional facilities are offered by the numerous industries in the Philadelphia area that welcome our students to visit their plants and the technical societies that invite them to their meetings. Frequent field trips are made.

Major Requirements

Engineering 11, 12, 21, 22, 33, 34, 41, 42, 100, and a Departmental seminar in which each Junior presents one paper, each Senior two papers on investigations of some engineering topic. Mathematics 15, 16, Physics 13, 14, and two half-year courses in Chemistry. The problems of the comprehensive examination are comparable to those of state examinations for a professional engineer's license.

Courses in Mathematics, Physics and Chemistry will be considered preliminary courses as defined on page 39.

Requirements for Honors

Honors in Engineering are granted on the basis of superior work in courses, particularly project courses, and in Engineering 100.

11. PRINCIPLES OF ENGINEERING DRAWING AND SHOP METHODS—*Three laboratory periods a week.* Mr. Hetzel and Mr. Wilson.

Two laboratory periods a week of instruction in the methods and conventions of engineering drawing and sketching: the use of instruments; orthographic, isometric, oblique and perspective drawings; intersections and developments; dimensioning. One period a week is spent in the shop working on metal-working machine tools. Two inspection trips to local industries.

12. ENGINEERING DRAWING, SURVEYING, AND SHOP METHODS—*Three laboratory periods a week.* Mr. Hetzel and Mr. Wilson.

Two laboratory periods a week of drawing and surveying: detail and assembly drawings; problems in descriptive geometry of lines and planes; a study of uniform and logarithmic graphs and of nomographs; solution of typical engineering problems; eight field exercises in plane surveying; surveying computations, drawing and mapping. One period a week is spent in the shop, machine-tool work on lathe, shaper and milling machine. Inspection trips. Prerequisite: Engineering 11.

21. KINEMATICS OF MACHINES—*One class period and two laboratory periods a week.* Mr. Hetzel.

This course is an introduction to the understanding of machinery through the analysis of displacement and velocity in linkages and other mechanisms by means of diagrams and centros, the design of cams, gears and gear trains and other devices for the transmission of motion. Prerequisite: Engineering 11 or consent of instructor.

22. ANALYTICAL MECHANICS—Mr. Hetzel.

A study of forces and moments of forces; determination of forces in trusses and cranes; centroids and center of gravity; rectilinear and curvilinear motion; translation and rotation of bodies; work, power, and energy; impulse and momentum; balancing and moments of inertia. Prerequisite or parallel course: Mathematics 15, 16.

33. **ELEMENTS OF ELECTRICAL ENGINEERING**—*Four hours, including one laboratory period a week.* Mr. Hetzel.

Electrical and magnetic circuits, electrical measurements, theory and performance of direct-current machinery and distribution systems are studied by text assignments and problems, lecture and class discussion, and laboratory experiments. Prerequisite: Physics 13, 14, Mathematics 15, 16.

Not offered in 1963-64.

34. **ELEMENTS OF ELECTRICAL ENGINEERING**—*Four hours, including one laboratory period a week.* Mr. Hetzel.

This course deals with alternating-current circuits and machinery: single phase and polyphase circuits, transformers, generators, motors, transmission and distribution systems, instruments, control systems, and an introduction to electronics. Prerequisite: Engineering 33.

Not offered in 1963-64.

41. **MECHANICS OF MATERIALS**—*Two class periods and one laboratory period a week.* Mr. Hetzel.

A study of stress and strain, beams and columns, shafting, girders, combined stresses, etc. Inspection trips. Prerequisite: Engineering 22.

42. **THERMODYNAMICS**—Mr. Hetzel.

Energy, gas laws, vapors; mixtures of gases and vapors; theoretical and actual thermodynamic cycles for power and refrigeration. Prerequisite: Physics 13, 14.

- 43, 44. **ELECTRONICS**—(See Physics 43, 44.)

- 81, 82. **SPECIAL PROJECTS**

Open to all students with the necessary prerequisites after consultation with the instructor. Students in Engineering are encouraged to do individual work in some special field of investigation.

English

ASSOCIATE PROFESSOR EDGAR S. ROSE, *Chairman*

PROFESSOR RALPH M. SARGENT

PROFESSOR JOHN A. LESTER, JR.

PROFESSOR CRAIG R. THOMPSON

ASSOCIATE PROFESSOR JOHN ASHMEAD, JR.

ASSOCIATE PROFESSOR FRANK J. QUINN

ASSOCIATE PROFESSOR ALFRED W. SATTERTHWAITE

ASSOCIATE PROFESSOR GEORGE A. RIDENOUR

ASSISTANT PROFESSOR WILLIAM R. SMITH

LECTURER HELEN HENNESSY VENDLER

THE ENGLISH DEPARTMENT offers the opportunity to study significant formulations of the human spirit in the English language, and to do critical and creative writing.

Many students who choose to major in English intend to pursue some aspect of the subject professionally; to proceed to graduate school, to teach literature, or to undertake a literary career. The program of the Department provides preliminary education for all these purposes. The study of English literature is recommended likewise to those students who wish to acquire a knowledge of their literary heritage, or to gain an acquaintance with the use of the English language, before entering a non-literary profession, such as law, government service, the ministry, medicine, or business. The Department welcomes such students.

English 11-12 or its equivalent is required of all Freshmen; it provides tutorial instruction in writing and an introduction to the study of literature.

Students who have difficulty in expressing themselves orally are recommended to take work in public speaking. The attention of slow readers is called to the remedial work in reading.

On the Sophomore and Junior levels, the Department offers a full year's study in each of four major periods of English literature, as well as in American literature. Students intending to major in English are strongly urged to elect either The Renaissance or The Seventeenth Century in their Sophomore year. On the Junior level the Department also offers courses in Shakespeare, Medieval and Renaissance Thought and Letters, Contemporary Literature, Literary Criticism, and Creative Writing. Seminar courses numbered in the 60's, intended primarily for Seniors majoring in English, present opportunities for advanced study of major fields and figures in English

and American literature. In nearly all cases, these courses require a previous knowledge of the field within which the seminar concentrates.

Major Requirements

Two full period courses (four semesters) from the following: Renaissance, Seventeenth Century, Eighteenth Century, Nineteenth Century (or three courses from the former semester period courses). Two other English courses numbered in the 20's, 30's or 40's. Two courses numbered in the 60's. English 100. Nine semester courses in all. Three semester courses in related fields, to be approved by the chairman of the Department. Any one-semester course in classical literature (in Greek, Latin or English) may be counted toward the English major.

Students majoring in English who elect a period course will be expected to complete both semesters of the course. Such students are also strongly advised to undertake successive period courses in the proper time sequence.

The Comprehensive Examination in English requires a detailed knowledge of two major periods of English literature. Supporting material may be chosen from other English courses numbered in the 20's, 30's and 40's.

Students who plan to proceed to graduate work are reminded that virtually all graduate schools require a reading knowledge of both French and German, and many of the leading ones require a knowledge of Latin also, for the Ph.D. degree in English.

Requirements for Honors

Students whose work shows superior achievement will be invited to become Honors candidates at the end of their Junior year. Candidates for Honors must achieve an overall average of 85 or better in English courses (including English 100) completed in their Junior and Senior years.

Each Honors candidate must submit a substantial paper which demonstrates his ability to handle critically and to present in scholarly fashion an acceptable literary subject. This paper must be in the hands of the Chairman of the Department not later than May 1st of the student's Senior year. To be accepted for Honors, this paper must, in the judgment of the English faculty, reveal superior achievement.

Final Honors are awarded on the basis of achievement in courses, an Honors project and the Comprehensive examination. High Honors are granted on the further evidence of distinction in an Oral examination.

11-12. READING AND WRITING ON HUMAN VALUES—Messrs. Ashmead, Lester, Quinn, Ridenour, Rose, Sargent, Satterthwaite, Smith, Mrs. Vendler.
Chairman: Mr. Lester.

Tutorial instruction in writing. Readings in the Humanities, centered on values in Western Civilization. Weekly writing, based on reading program. Two class meetings and one tutorial meeting weekly.

14. THE ART OF POETRY—Mr. Quinn.

The analysis and interpretation of selected poems in terms of tone, image, metaphor, diction, prosody, theme, symbol, and myth. Open only to Freshmen not enrolled in English 12, and to Sophomores planning to major in English.

Enrollment limited.

16. THE ART OF FICTION—Mr. Ridenour.
A concentrated study of selected works of fiction, employing such concepts as plot, character, setting, theme, style, mimesis, and point of view. Open only to Freshmen not enrolled in English 12, and to Sophomores planning to major in English. Enrollment limited.
21. GENERAL COURSE IN ENGLISH LITERATURE—Mr. Lester.
Major figures in English Literature from the *Beowulf* poet to Milton (including Shakespeare).
22. GENERAL COURSE IN ENGLISH LITERATURE—Mr. Ridenour.
Major figures in English Literature from Swift to Eliot.
- 23, 24. LITERATURE OF THE ENGLISH RENAISSANCE—Mr. Sargent and Mr. Satterthwaite.
A critical study of poetry, prose and drama from Skelton to Jonson, with some attention to Shakespeare. The first of the period courses designed primarily for students intending to major in literature.
- 25, 26. LITERATURE OF THE SEVENTEENTH CENTURY—Mr. Quinn.
A study of English literature from the metaphysical poets to Dryden, including Milton. Prerequisite: English 23, 24, or consent of the instructor.
27. AMERICAN LITERATURE TO WHITMAN—Mrs. Vendler.
Chiefly devoted to Poe, Hawthorne, Melville; Emerson, Thoreau, Whitman.
28. AMERICAN LITERATURE FROM WHITMAN TO DREISER—Mr. Ashmead.
Chiefly devoted to Whitman, Dickinson, Lanier; Twain, Howells, James; Melville, Crane, Dreiser.
- 31, 32. LITERATURE OF THE EIGHTEENTH CENTURY—Mr. Rose.
A study of some of the major works of the century in prose, poetry, and drama from Pope to Coleridge, with attention to the rise of the novel. Prerequisite: Two Courses in English beyond the Freshman level, or consent of the instructor.
- 33, 34. LITERATURE OF THE NINETEENTH CENTURY—Mr. Lester.
A study of major literary works of the romantic and Victorian periods, from Byron to Shaw. Prerequisite: Two courses in English beyond the Freshman level, or consent of the instructor.
35. BRITISH LITERATURE OF THE TWENTIETH CENTURY
Selected writers in poetry, prose and drama. Prerequisite: Two courses in English beyond the Freshman level.
Offered in 1964-65 and alternate years.
37. AMERICAN LITERATURE OF THE TWENTIETH CENTURY—Mr. Smith.
Selected writers in poetry, prose and drama. Prerequisite: Two courses in English beyond the Freshman level.
Offered in 1963-64 and alternate years.
39. SHAKESPEARE—Mr. Sargent.
Extensive reading in Shakespeare's plays. Prerequisite: English 21, 22, or 23, 24, or consent of the instructor.

40. CREATIVE WRITING

Practice in writing imaginative literature. Chiefly confined to prose fiction. Regular assignments, class discussions and personal conferences. Prerequisite: Junior standing. May be repeated for credit.

Not offered in 1963-64.

42. LITERARY THEORY AND CRITICISM—Mr. Rose.

A systematic exploration of various approaches to literature. Readings in aesthetics, criticism, and imaginative literature, with emphasis on the interdependence of theory and practice. Enrollment limited. Open to Juniors, but priority to Seniors.

49-50. EUROPEAN THOUGHT AND LETTERS, 1100-1600—Mr. Thompson.

(Also called History 49-50.)

History of ideas in the later Middle Ages and Renaissance, with emphasis on the relations between literature and the philosophical and religious developments of the epoch. Authors read include Abelard, Aquinas, Dante, Petrarch, Erasmus, More, Montaigne, Hooker, Bacon, and others. Students electing the course are expected to have some antecedent knowledge of European history and a reading knowledge of Latin or of a relevant modern language.

Offered in 1964-65 and alternate years.

61b. TOPICS IN VICTORIAN LITERATURE—Mr. Lester.

Seminar discussions and independent critical studies. Concentration in 1963-64 will be on the work of Hardy, Hudson, Chesterton, Yeats, Shaw, Conrad, and Lawrence. Prerequisite: English 32, and consent of the instructor. Limited to nine students. Priority to Senior English majors.

62. TOPICS IN EIGHTEENTH CENTURY LITERATURE—Mr. Ridenour.

Advanced studies in poetry and prose of the eighteenth century. Seminar discussions; independent reading and critical essays. Prerequisite: English 31, 32 or consent of the instructor. Limited to nine students. Priority to English majors.

63. TOPICS IN ROMANTIC LITERATURE—Mr. Ridenour.

Advanced studies in poetry and prose of the romantic period. Seminar discussions; independent reading and critical essays. Prerequisite: English 31, 32; or 33, 34; or consent of the instructor. Limited to nine students. Priority to Senior English majors.

64. SEMINAR IN MILTON AND HIS AGE—Mr. Satterthwaite.

A close study of Milton's complete poetry, for itself, in relation to its time, and to the tradition from which it derives. Selections from the prose works. Prerequisite: English 25, 26, or consent of the instructor.

65. CHAUCER AND THE CHAUCERIANS—Mr. Quinn.

A study of the *Canterbury Tales*, *Troilus and Criseyde*, Chaucer's prose, and the work of Henryson and Dunbar. Prerequisite: Senior standing and consent of the instructor. Seminar. Limited to nine students.

66. TOPICS IN SHAKESPEARE—Mr. Sargent.

Close study of a few plays. Seminar. Prerequisite: English 23, 24, or 39, or consent of the instructor. Enrollment limited. Priority to Senior English majors.

67. TOPICS IN CONTEMPORARY LITERATURE—Mrs. Vendler.
Advanced studies of contemporary literature, British and American. Individual work. Prerequisite: Four semester courses in English (beyond 11-12) or consent of the instructor. Limited to nine students. Priority to Senior English majors.
68. TOPICS IN AMERICAN LITERATURE—Mr. Ashmead.
Chiefly devoted to advanced studies in American literature of the Eighteenth and Nineteenth centuries. Individual work. Prerequisite: English 25, 26 or 36, or consent of the instructor. Limited to nine students. Priority to Senior English majors.
- 81, 82. PROJECTS—The Department.
Project courses consist of individual study and writing, under the supervision of a member of the department. They are available only to advanced students and are offered only at the discretion of individual teachers. Applicants are expected to possess a competent knowledge of the general area in which they propose to undertake a project; they must present a detailed plan for the proposed project. Candidates for Honors are expected to undertake, in the last semester of the Senior year, a Project leading to the Honors paper.

French

(See Romance Languages)

General Courses

HUMANITIES 21-22. INTERPRETATION OF LIFE IN WESTERN LITERATURE

—Mr. Butman, Mr. Davison, Mr. Satterthwaite, and Mr. Smith.

A study in their entirety of selected literary and philosophic works which are great imaginative presentations of attitudes toward life. The course spans Western culture from Homer to the present, and the readings are drawn from all the major literatures of the West, in the best available translations. Stress is laid on student involvement in issues raised by these books; consequently, the class work is handled entirely by the discussion method. Prerequisite: English 11-12.

HUMANITIES 45-46. INTERDEPARTMENTAL SEMINAR—Mr. Gutwirth.

Study of a literary genre or of the thought and letters of a particular period across national and linguistic boundaries. Individual students will be expected to take a leading part in the discussion of works falling within their major subjects. Faculty consultants will be called in from time to time to lecture or participate in the discussion of specialized topics. A reading knowledge of one foreign language relevant to the topic is required. Limited to 12 students. Prerequisite: consent of the instructor.

Offered in 1963-64 and alternate years.

Topic for 1963-64. The Evolution of the Novel. The development of the novel as a literary genre, from its beginnings in Greek and medieval romance to the "anti-novel" of Beckett, Claude Mauriac, and Natalie Sarraute.

PHYSICAL SCIENCE 36. HISTORY AND PHILOSOPHY OF SCIENCE—Mr.
Louis Green.

(Also called Philosophy 36.)

This course is designed for the non-science major and the science major alike. The rise of modern science is discussed against the background of 16th and 17th century thought. The history of mechanics is carried forward to the relativity theory, and the history of optics and atomic structure leads to the quantum mechanics. The development of our ideas as to the nature of science is described and the implications of such concepts as the relativity of space and time, the indeterminacy principle, and complementarity are discussed. Prerequisite: the consent of the instructor, or a year of college mathematics.

German

PROFESSOR HARRY W. PFUND, *Chairman*

ASSOCIATE PROFESSOR JOHN R. CARY

INSTRUCTOR GEORGE SALAMON

LECTURER CHARLOTTE ANDERSON

ASSISTANT HORST WIEDEMANN

THE MAIN OBJECTIVE of the German course is twofold: 1) the acquisition of the language; 2) the study of the literature and civilization of which it is the medium. The courses are planned and conducted with the aim of enabling the individual student to fulfill most effectively his prospective needs. Hence provision is made for acquiring a practical speaking knowledge of the language as well as the ability to read it for undergraduate and post-graduate research, for which in many fields it is indispensable. An appreciation of German literature from the Middle Ages to the Contemporary Period is offered in a relatively wide range of courses.

All students offering German for entrance are placed at the level where they can presumably profit best by the course, according to a placement test given by the department.

German 11-12, 13-14, and 22 are primarily language courses. German 21 stresses literature, but combines this with practice in the language. The remaining courses are devoted largely to the history of German literature from the earliest times to the present, and to the intensive study of special periods and eminent authors. As much as possible, German is the language of the classroom. A language laboratory is available.

Opportunity is given to students who complete German 11-12 or German 13-14 with distinction to advance rapidly into higher courses by passing a special examination on a prescribed program of collateral reading.

Residence in the German House (Yarnall House) and participation in the German Club afford an opportunity for supplementary oral practise.

Students who might profitably spend their Junior year in Germany are encouraged by the Department to apply for admission to the institutions sponsoring foreign study groups.

Students majoring in German are encouraged to spend a summer in Germany or in a German speaking country. Foreign summer schools and projects sponsored by the American Friends Service Committee and other organizations offer exceptional opportunities in this regard.

Major Requirements

German 22, 23-24, 26, 32, 36 and 100

Supporting courses to be arranged in conference with the Major Supervisor.

A comprehensive examination covering: 1. The German language; 2. History of the German language; 3. German literature; 4. German history, 800-1945; and 5. A special period, literary movement, or author.

Requirements for Honors

Students who are considered qualified to become candidates for Final Honors will be required to complete one additional semester course in German beyond the minimum major requirements and to present an extensive thesis indicating thorough knowledge of one outstanding author or of a well-defined topic dealing with at least one literary period. A further requirement will be an oral examination following superior achievement in the comprehensive examinations.

11-12. ELEMENTARY GERMAN—Staff.

The aural-oral method is emphasized. Reading is stressed increasingly as the course progresses.

13-14. INTERMEDIATE GERMAN—Staff.

Important aspects of grammar are reviewed in the first semester. Works of modern authors are read and discussed throughout the year. Oral and written command of the language is stressed. Prerequisite: German 11-12 or the equivalent.

21. READINGS IN GERMAN LITERATURE—Mr. Salamon.

Prose and poetry, essay and fiction from various periods. Discussion, oral reports, papers, lectures in German. Not a survey course. Prerequisite: German 13-14 or the equivalent.

22. ADVANCED COMPOSITION AND CONVERSATION—Mr. Salamon.

The acquisition of an idiomatic command of spoken and written German is stressed. The work will focus on literary works and topics, but the emphasis will be on the mastery of the language. Prerequisite: German 21 or the equivalent.

23-24. THE AGE OF GOETHE—Mr. Pfund.

Lectures and discussions on, and readings of, the chief works of Goethe (exclusive of *Faust*), Schiller, and certain of their contemporaries with a view to an understanding of the periods of Enlightenment, Storm and Stress, Classicism, and the beginnings of Romanticism. Emphasis upon literary and aesthetic appreciation and cultural backgrounds. Prerequisite: German 21 or the equivalent.

Offered in 1964-65.

26a. NINETEENTH CENTURY—Mr. Cary.

The significant German literary developments of the period beginning with Heine and culminating in the major representatives of *Realismus*. Emphasis will be placed on the Novelle and the drama. Prerequisite: German 21.

Offered in 1963-64 and alternate years.

32. GERMAN ROMANTICISM—Mr. Cary.

Romanticism as the dominant movement in German literature and thought in the first half of the nineteenth century. Prerequisite: German 23-24 or consent of the instructor.

Offered in 1964-65 and alternate years.

33. GERMAN LYRIC POETRY—Mr. Pfund.

Lyricists from Walter von der Vogelweide to contemporary poets are read and discussed with emphasis on Goethe, Hölderlin, the Romanticists, Mörike, George, Hofmannsthal and Rilke. Prerequisite: At least one course beyond German 21.

Offered in 1964-65.

36. HISTORY OF GERMAN LITERATURE FROM ITS ORIGINS TO THE SEVENTEENTH CENTURY—Mr. Pfund.

Lectures in German, with collateral reading in modern German of the *Nibelungenlied*, Hartmann von Aue, Wolfram von Eschenbach, Gottfried von Strassburg, and others. Discussion, written and oral reports. Prerequisite: German 23-24 or permission of the instructor.

Offered in 1963-64.

37a. FAUST—Mr. Pfund.

An intensive study of Goethe's *Faust* in the original. Consideration is given to kindred works in European literature. Prerequisite: At least one course beyond German 21.

Offered in 1963-64.

42. ADVANCED TOPICS IN GERMAN LITERATURE.

Topic for 1963-64: Thomas Mann—Mr. Cary. Prerequisite: Consent of the instructor.

81 or 82. SPECIAL PROJECTS IN GERMAN LITERATURE—Mr. Pfund and Mr. Cary.

Individual work in various fields of German culture, such as literary theory, Middle High German, Baroque literature and contemporary literature. Prerequisite: At least one course beyond German 21. May be repeated for credit with change of content.

History

PROFESSOR WALLACE T. MACCAFFREY, *Chairman*

PRESIDENT HUGH BORTON

PROFESSOR CRAIG R. THOMPSON

PROFESSOR EDWIN B. BRONNER

VISITING PROFESSOR PAUL BEIK

ASSISTANT PROFESSOR JOHN P. SPIELMAN, JR.

ASSISTANT PROFESSOR ROGER LANE

VISITING ASSISTANT PROFESSOR ALAN CASSELS

THE COURSES IN HISTORY are designed to give some conception of the development of the civilizations which exist in Europe, in East Asia, and in the United States today. Since history is the story of what men have done, it is related to every other field in the curriculum, but the limitation of time forces a selection of those aspects of human activity which can be treated in any course. An attempt is made to give a reasonably rounded view of those developments which are deemed most important in the period under consideration as a background for understanding other subjects in the fields of the humanities and the social sciences. With a variation of emphasis in each course, caused in part by the nature of the growth of civilization in the period and in part by the amount and the kind of historical evidence which has survived, attention is given to such phases of development as the political, constitutional, social, economic, religious, and intellectual. History 11-12 is intended to be an introductory course, and, although it is not a prerequisite for the election of any other course in the Department, it is required for those who major in History.

The study of history provides a background against which current problems of internal and external policies may be viewed to advantage. It also helps to develop critical standards for the evaluation of evidence which can often be applied in forming opinion with regard to the solution of such problems. Finally, it is useful as a foundation for professional studies not only in history but also in such subjects as public administration, journalism and law.

Major Requirements

History 11-12 and four other full year courses (or three full year courses and two half year courses) in History; History 100.

Two full year courses or their equivalent in related departments.

Majors in History must take at least one year course in each of three of the following fields: 1) Ancient History, 2) Medieval European History, 3) Modern European

History, 4) American History. There will be a written comprehensive examination of three hours in one of these fields, chosen by the student as his area of concentration, and written comprehensive examinations of ninety minutes each in two other fields, one of which may be East Asian History. Majors concentrating in Ancient History are required to have a competence in Latin or Greek; those in Medieval History in French or German; those in Modern European History in French or German.

Requirements for Honors

Majors in History may become candidates for Honors if, at the end of their Junior year, they have an average of 85 or above in History courses and an overall average of at least 82. Honors candidates must complete a research project (of either one or two semesters) in the Senior year and must submit it for consideration by the department not later than May first. Final Honors will be awarded on the basis of performance on the research project and the comprehensive examinations.

11-12. INTRODUCTION TO WESTERN CIVILIZATION—Mr. MacCaffrey and Mr. Lane.

A study of Western European civilization from the fall of Rome to the present. The course will be concerned with the principal institutions and with the major intellectual currents in Western European history. Firsthand materials as well as secondary historical accounts will be the basis for conference discussion. Open to Freshmen and Sophomores only.

19-20. CLASSICAL CIVILIZATION: HISTORY AND LITERATURE—Mr. Kennedy. (Also called Classics 19-20.)

Study of the significant events and trends of ancient history and of works of Greek and Latin literature in English translation.
Offered in 1963-64 and alternate years.

21-22. AMERICAN HISTORY—Mr. Lane.

American History from colonial times to the present.

23-24. MEDIEVAL HISTORY—Mr. MacCaffrey.

A survey of European development from the fall of Rome to about 1300. Occasional lectures, extensive reading, papers and discussion, with a final examination. Admission by permission of the instructor. A reading knowledge of French or German is required.
Offered in 1963-64 and alternate years.

25-26. MODERN EUROPEAN HISTORY—Mr. Cassels.

The main currents of European institutional developments from the French Revolution. Class discussion with occasional lectures, frequent papers. A reading knowledge of one modern European language is required.

27. FORMATION AND GROWTH OF CLASSICAL CHRISTIAN THOUGHT—Mr. Spiegler.

(See Religion 27.)

28. CURRENTS IN THEOLOGICAL THOUGHT SINCE 1300 A.D.—Mr. Spiegler.
(See Religion 28.)

29. SEMINAR IN GREEK CIVILIZATION—Mr. Jameson.
(Also called Classics 29.)

Reading in translation of extensive portions of the literary remains of one period of Greek civilization, together with a study of the history of the age. Seminar papers will offer opportunities to individual students to emphasize either literature or history. Topic for 1963-64: The Fifth Century.

May be repeated for credit with change of content.

Offered in 1963-64 and alternate years.

30. SEMINAR IN ROMAN CIVILIZATION—Mr. Hanson.
(Also called Classics 30.)

Reading in translation of extensive portions of the literary remains of one period of Roman civilization, together with study of the history of the age. Seminar papers will offer opportunities to individual students to emphasize either literature or history. Topic for 1963-64: The Roman Republic and the Hellenistic East.

May be repeated for credit with change of content.

Offered in 1963-64 and alternate years.

- 33-34. THE POLITICAL AND CONSTITUTIONAL HISTORY OF MEDIEVAL ENGLAND—Mr. MacCaffrey.

A survey of British historical development from the coming of the Anglo-Saxons to the end of the Middle Ages. Although primarily political and constitutional, the course will include consideration of major economic and social trends as well. Extensive reading both in sources and secondary works and seminar papers given by students will form the basis for conference discussion.

Offered in 1964-65 and alternate years.

- 35-36. THE POLITICAL AND CONSTITUTIONAL HISTORY OF MODERN BRITAIN—Mr. MacCaffrey.

A study of British history from the end of the Middle Ages, including economic, social, and intellectual development. Extensive reading with frequent papers and class discussion.

Offered in 1963-64 and alternate years.

- 37-38. MODERN HISTORY OF EAST ASIA—Mr. Borton.

A study of the international, political, social, and economic developments in Eastern Asia, from the early part of the 19th century to the present. Special emphasis will be given to a comparison of the processes of modernization of China, Korea, and Japan.

Not offered in 1963-64.

42. THE DEVELOPMENT OF AMERICAN DEMOCRACY—Mr. Lane.

A study of social history and reform movements between the Revolution and the Civil War. Class discussion and papers based on readings in the sources and secondary works.

43-44. HISTORIOGRAPHY—Mr. MacCaffrey.

A study of major historians from classical times to the present, followed by a survey of historical theorists and schools of the last century. Reading, discussion, and papers. Open to Juniors and Seniors with permission of the instructor. Prerequisite: History 11-12.

Offered in 1964-65 and alternate years.

45-46. GERMANY AND CENTRAL EUROPE, 1500 TO THE PRESENT—Mr. Spielman.

The evolution of modern Germany from the Protestant Reformation to the present. Particular attention will be given to the historical background of modern political and ideological conflicts in Central Europe. Extensive reading and reports will be the basis for class discussion. A reading knowledge of German is required.

Offered in 1964-65 and alternate years.

47-48. THE FRENCH REVOLUTION AND NAPOLEONIC EUROPE—Mr. Beik.

The Old Régime and French society before 1789, the course of the Revolution in France, its consequences for the rest of Europe and the Napoleonic Empire to 1815. Class discussion and papers based on readings in the sources and interpretive works. A reading knowledge of French is required.

Offered in 1963-64 and alternate years.

49-50. EUROPEAN THOUGHT AND LETTERS, 1100-1600—Mr. Thompson.

(Also called English 49-50.)

History of ideas in the later Middle Ages and Renaissance, with emphasis on the relations between literature and the philosophical and religious developments of the epoch. Authors read include Abelard, Aquinas, Dante, Petrarch, Erasmus, More, Montaigne, Hooker, Bacon, and others. Students electing the course are expected to have some antecedent knowledge of European history and a reading knowledge of Latin or of a relevant modern language.

Offered in 1964-65 and alternate years.

51. TOPICS IN REGIONAL HISTORY—Mr. Bronner.

A study of the institutional and cultural developments of the Delaware Valley beginning with the pre-colonial period. The history of Pennsylvania both as a colony and as a state will be emphasized. Students will prepare research papers based upon the rich manuscript resources available in this region.

81, 82. PROJECT COURSES IN HISTORY—Members of the Department.

History of Art

INSTRUCTOR GERALD M. ACKERMAN

UNDER the co-operative arrangement between the Colleges, Haverford students who wish to take advanced courses in History of Art may do so at Bryn Mawr College.

21, 22. INTRODUCTION TO THE HISTORY OF ART—Mr. Ackerman.

This course in the history of Western art from its beginnings in ancient Greece to modern times provides an introduction to the disciplines of art-history. It exercises the student's visual perception of works of art, encourages intelligent investigation of the means of artistic expression, and provides historical perspective for an understanding of the achievements of Western architects, sculptors, and painters. Assignments include short papers on original works of art in the Philadelphia area.

Mathematics

PROFESSOR CLETUS O. OAKLEY, *Chairman*

ASSISTANT PROFESSOR JAMES O. BROOKS

ASSISTANT PROFESSOR LOUIS SOLOMON

ASSISTANT PROFESSOR DALE H. HUSEMOLLER

INSTRUCTOR FRANK H. YOUNG

THE AIMS of courses in Mathematics are: (1) to promote rigorous thinking by exhibiting a systematic, deductive, intellectual discipline; (2) to present to the student the direction and scope of mathematical developments; (3) to foster technical competence in mathematics as an aid to the better comprehension of the physical, biological, and social sciences; and (4) to guide and direct the mathematics majors toward an interest in mathematical research.

The following sequences are open to qualified entering students: 11, 12, for non-specialists; 15, 16 for students in mathematics, the sciences, and economics. Students with the equivalent of one or two semesters of college calculus may be admitted to Mathematics 16 or more advanced courses on consent of the instructor.

The more advanced courses cover work in the fields of analysis, algebra, geometry, and statistics. The student majoring in the Department extends his studies into all of these areas; he may prepare for teaching in preparatory school, for graduate study leading to college teaching or research, or for statistical and actuarial work.

The sequence in analysis and algebra, Mathematics 21, 22, 31, 32, 33, 34,

63, 64, is especially suited to the needs of the physical sciences, while Mathematics 17 deals with those concepts of statistics and probability which are fundamental to the biological and social sciences.

Major Requirements

Mathematics 21, 22, 31, 32, 33, 34, 35, 36, 63, 100, and one additional semester course chosen from Mathematics 38, 42, 64, 81, 82.

Recommended collateral courses are Physics 13, 14, 15, 16, 41, 42; Astronomy 45, 46, or for prospective Actuaries, Economics 11, 12, 23.

Prescribed parallel reading on the history and general principles of mathematics.

Three written comprehensive examinations, each three hours in length.

It is recommended that facility in reading French and German be acquired early in the college course.

Requirements for Honors

A student may be awarded Honors in Mathematics on the basis of course work in Mathematics, performance on the comprehensive examinations, an additional oral examination, and general evidence of superior ability, initiative, and interest in the study of Mathematics.

11. FRESHMAN MATHEMATICS—Staff.

An introductory course designed to present the fundamental concepts of modern mathematics. Topics included are: logic and the nature of mathematical proof, the number system, groups, Boolean Algebra, relations and functions.

12. INTRODUCTION TO CALCULUS—Staff.

Introductory course in differential and integral calculus for non-specialists. Prerequisite: Mathematics 11.

15, 16. CALCULUS—Staff.

Open to entering freshmen. Designed for students in Astronomy, Chemistry, Economics, Engineering, Mathematics, and Physics. Prerequisite for Mathematics 16: Mathematics 15 or consent of the instructor.

17. INTRODUCTION TO STATISTICS—Mr. Oakley.

This course is designed for students in the social and biological sciences. Tabular and graphic methods, frequency distributions, measures of central tendency, dispersion and correlation, tests of significance, probability and classical distributions, sampling. Lectures and computing laboratory. Prerequisite: Mathematics 12 or 16 or consent of the instructor.

21. INTERMEDIATE CALCULUS—Staff.

Infinite series, partial derivatives, multiple integrals, elementary differential equations. Prerequisite: Mathematics 16 or consent of the instructor.

22. LINEAR ALGEBRA—Staff.

Finite dimensional vector spaces and their linear transformations. Applications to the theory of matrices, coordinate geometry, and linear differential equations. Prerequisite: Mathematics 21.

- 31, 32. **ADVANCED CALCULUS**—Mr. Solomon and Mr. Brooks.
Continuity and differentiability, Jacobians and the implicit function theorem, Riemann-Stieltjes integration, multiple integrals and line integrals, vector analysis, infinite series, improper integrals, Fourier series.
Prerequisite: Mathematics 21, 22.
- 33, 34. **MODERN ALGEBRA**
Topics will be drawn from field theory, ideal theory of commutative rings, group theory, structure of rings. Examples to illustrate the theory will be drawn from Mathematics 22. Prerequisite: Mathematics 22.
Offered in 1964-65 and alternate years.
- 35, 36. **MODERN GEOMETRY**—Mr. Husemoller.
Topics will be selected from one or two of the following: algebraic topology, differential topology, projective geometry, algebraic geometry. Prerequisite: Mathematics 22.
Offered in 1963-64 and alternate years.
38. **MATHEMATICAL STATISTICS**—Mr. Oakley.
Probability theory and its applications to statistics. Prerequisite: Mathematics 22.
Offered in 1963-64 and alternate years.
42. **BOUNDARY VALUE PROBLEMS OF MATHEMATICAL PHYSICS**—Mr. Green.
(Also called Physics 42.)
Orthogonal functions, perturbation theory, the calculus of variations (integral transforms), and iterative procedures are employed to solve boundary value problems expressed in the form of differential or integral equations. Such functions as Legendre, associated Legendre, Bessel, hypergeometric, and confluent hypergeometric are employed. Attention is given to numerical and machine methods. An introduction to Sturm-Liouville theory and Hilbert space is presented. Examples are chosen from such fields as heat conduction, classical and quantum mechanics, acoustics, aerodynamics, electromagnetic theory, and radiative transfer. Prerequisite: Mathematics 31; Physics 13, 14.
Offered in 1964-65 and alternate years.
63. **ANALYSIS**—Mr. Oakley.
Complex function theory. Prerequisite: Mathematics 31, 32.
64. **ANALYSIS**—Mr. Oakley.
Topics in analysis will be selected from one or two of the following: complex function theory, measure and integration, normed linear spaces, point set topology. Prerequisite: Mathematics 63,
- 81 or 82. **SPECIAL TOPICS**—Philips visitors and Mr. Solomon.
Project courses involving wide reading in the literature, and presentation of papers for group discussion. The content varies from year to year to suit the needs of advanced students. The course may be repeated for credit with change of content.

Music

PROFESSOR WILLIAM H. REESE, *Chairman*

PROFESSOR EMERITUS ALFRED J. SWAN

ASSISTANT PROFESSOR JOHN H. DAVISON

THE COURSES offered in Music have as their objectives (1) the mastery of music materials and theory through the disciplines of counterpoint, harmony, and analysis, and subsequently (2) the stimulation of the creative energies of the student through musical composition, (3) a knowledge of the styles and literature of a great art with its interrelation of trends, influences, aesthetic principles, personalities and creative processes in musical creation over the centuries and (4) the development of perceptive listening and refined hearing in connection with the aims stated above. The furthering and strengthening of the disciplines of music and of music history is of value both to the general student and to the student with specialized musical interest and talent. For the latter, instruction in instrument or voice can be arranged, but without the granting of academic credit. Advanced and specialized work in musicology is available in the form of supplementary courses at the neighboring colleges and university. At Haverford the program seeks in part to stimulate free composition in the vocal and instrumental forms with a view to public performance of a successfully completed work.

Major Requirements

A rounded course of study of music includes (1) work in theory, possibly embracing composition, (2) the study of music history, and (3) direct expression in music through the medium of instrument or voice. The music major will work in both academic fields of theory and history, specializing in one of them.

Required courses: For specialization in music theory and composition: Music 11 or 12, 13-14, 23, 24, 31 or 32, 33, 81, 82, 100. For specialization in music history: Music 11 or 12, 13-14, 23 or 24, 31, 32, 81, 82, 100.

Supporting courses are to be arranged in such related fields as the humanities, history, language, and history of art as may be approved by the department.

In addition the music major is expected to reveal a proficiency and interest in instrumental playing and/or choral singing to the degree of participating actively in public performances from time to time during his college career. This will assure his having a direct experience with the living practice of a creative art.

The comprehensive examination for majors will consist of:

For those specializing in music theory and composition: (1) the completion by the candidate of a musical composition for instruments or voices in one of the larger forms, (2) an examination in music history, (3) a small composition, theoretical analysis and exercises to be completed during the examination period.

For those specializing in music history: (1) an examination in music history, (2) analysis of a work and other exercises involving theoretical musical knowledge, (3) the completion of a paper on an assigned subject in music history.

Requirements for Honors

The Honors candidate must perform satisfactorily in all required courses for music majors, and submit (a) in the case of specialization in composition, an orchestral composition of considerable stature showing creative talent as well as technical craftsmanship, and hence worthy of a public performance, or (b) in the case of specialization in music history, a successfully completed project in musicological research, demonstrating mastery of the tools of musicological research and involving original thought, and showing ability in the creative interpretation of assorted materials bearing on a specific subject.

11. INTRODUCTION TO MUSIC HISTORY—Mr. Reese.

A study of the principal forms of musical literature of the 17th, 18th, and 19th centuries. No previous knowledge of music is required.

12. SURVEY OF MUSIC HISTORY—Mr. Davison.

A historical survey of the development of musical thought from the plainsong era to contemporary idioms. This course complements Music 11, but may be taken without it. No prerequisite.

13-14. ELEMENTARY MUSIC THEORY—Mr. Swan.

The basic materials of music—melody, scales, intervals, chords, meter and rhythm. Counterpoint in two and three parts and harmony in four parts will be studied and implemented by ear-training, dictation, and sight-singing. Previous instruction or experience in some aspect of music is desirable.

23, 24. ADVANCED THEORY AND COMPOSITION—Mr. Davison.

A continuation of Music 13-14, involving ear-training, keyboard harmony, sight-singing, analysis, and composition, along with an introductory study of strict counterpoint as exemplified in the vocal style of the sixteenth century. In the second semester pieces are written in the eighteenth-century forms of the chorale-prelude, fugue, suite, and sonatina. Successful student compositions will be performed at demonstration concerts. Prerequisite: Music 13-14 or the equivalent.

31, 32. SEMINARS IN MUSIC HISTORY—Mr. Reese.

The detailed study of certain epochs in music history or of the works of individual composers having special significance in the history of music. The content of Music 31, 32 will be altered from year to year so that a diversity of subject matter will be available. It may be repeated, for credit, with change of content. Prerequisite: Music 11 or 12 or the equivalent.

Topics for 1963-1964. Music 31. A history of the symphony.

Music 32. Johann Sebastian Bach.

33. SEMINAR IN MUSICAL COMPOSITION—Mr. Davison.

Continuation of composition in small forms, with emphasis on the contemporary musical language. Representative twentieth century pieces will be discussed and

analyzed, and the student will, in his own compositions, explore such areas of style and technique as modality, synthetic scales, secundal and quartal harmony, total chromaticism, irregular meter, and jazz harmony. Prerequisite: Music 24 or the equivalent.

81, 82. PROJECTS IN MUSIC—Mr. Reese and Mr. Davison.

Philosophy

PROFESSOR FRANCIS H. PARKER, *Chairman*

PROFESSOR DOUGLAS V. STEERE

PROFESSOR EDWIN B. BRONNER

ASSOCIATE PROFESSOR PAUL J. R. DESJARDINS

ASSISTANT PROFESSOR LOUIS ARYEH KOSMAN

THE COURSES in Philosophy are intended first of all to acquaint students with the major currents of interpretation and reflection upon the recurring problems, such as the nature of man, the nature of the universe, the nature of the processes by which man apprehends and responds to that universe. Since these problems underlie the work of literature and furnish it with many of its most basic themes; since they underlie the presuppositions of political, sociological, and economic thought; since they reappear in the frame in which every thoughtful scientist works and affect not only the use to which his results will be put, but his very method, just as his methods have influenced in turn the formulation of the problems, the study of philosophy is an important tool in connection with work in any of these fields.

In the second place the courses in philosophy are designed to assist in integrating material presented in literature, history, the social and natural sciences, in art, and in religion in order to assist the student in drawing together what he has learned, and in approaching a more responsible, intentional, and intelligent world view with which to confront life.

The courses are so planned as to require such orientation as would be secured in either Philosophy 11 (which examines in an elementary way the great problems man confronts) or Philosophy 21-22 (which deals with these same problems as it presents the great classical philosophical thinkers chronologically) before proceeding to the more specialized philosophical disciplines such as ethics, aesthetics, logic, political philosophy, philosophy of science, philosophy of religion, and to more specialized studies of certain philosophical thinkers.

Major Requirements

Philosophy 12, 21-22, 63-64 and four other half-year courses in Philosophy. Philosophy 100.

Four half-year courses in related fields to be arranged in conference with the Major Supervisor.

A comprehensive examination in two parts; three hours on the history of philosophy and three hours on one optional field selected from topics in philosophy since 1800, or religious thought.

Requirements for Honors

Honors in Philosophy are awarded for a prearranged special study of the works of some major philosopher or work on a major philosophical problem. The usual method of testing such study is by a three hour written examination and an oral examination, but a thesis may be presented in place of the written examination. Honors will not be given unless the candidate has an average of 85 or better in the regular comprehensive examination in Philosophy, and High Honors require a minimum grade of 90.

11. INTRODUCTION TO PHILOSOPHY—Mr. Parker, Mr. Desjardins, and Mr. Kosman.

An understanding of the nature and functions of philosophy and its relations to other fundamental human interests such as science, religion, and art is sought through a consideration of representative philosophical problems.

12. ETHICS—Mr. Parker and Mr. Desjardins.

A study of (1) conflicts of ethical values involved in contemporary life; (2) certain classical ethical devices for resolving those conflicts; (3) the role of the individual and of the group in the realization of ethical values. Case material drawn from contemporary situations and from literature will be widely used. Discussions, lectures, and papers. Prerequisite: One semester-course in Philosophy.

14. LOGIC—Mr. Kosman.

The principles of valid inference and their application to reasoning in everyday life, and in the sciences; the syllogism and other types of formal reasoning, the nature of proof, the detection of fallacies; introduction to the logic of scientific methods and to contemporary developments in symbolic logic.

- 21-22. HISTORY OF PHILOSOPHY—Mr. Parker, Mr. Desjardins, and Mr. Kosman.

A study of the development of philosophy with special reference to Plato, Aristotle, Descartes, Locke, Berkeley, Hume, Spinoza, Leibniz, Kant, and Hegel. First-hand acquaintance with selected writings of these philosophers; reports, lectures, and class discussions.

24. HISTORY AND PHILOSOPHY OF QUAKERISM—Mr. Bronner.

The Quaker Movement is studied in relation to other intellectual and religious movements of its time, and in relation to problems of social reform. The development of the dominant Quaker conception is traced to the present day and critically examined. The course is designed for non-Friends as well as for Friends. Not open to Freshmen.

25. AESTHETICS—Mr. Desjardins.

A study of the philosophical principles underlying the creative and appreciative aspects of art. Admission with permission of the instructor.
Not offered in 1963-64.

29. **RELIGIOUS IDEAS IN MODERN CULTURE**—Mr. Spiegler.
(See Religion 29.)
31. **MODERN ANALYTIC PHILOSOPHY**—Mr. Kosman.
A study of the historical and theoretical development of analytic philosophy in England and America. Selected writings of Russell, Wittgenstein, Ayer, Wisdom, and others, with special emphasis on theory of language. Prerequisite: Philosophy 21-22.
32. **SEMINAR IN HISTORICAL AND PHILOSOPHICAL THEOLOGY**—Mr. Spiegler.
(See Religion 32.)
33. **NINETEENTH CENTURY THINKERS**
Selected writings of Schopenhauer, Nietzsche, Tolstoy, and Bergson. Prerequisite: Philosophy 11 or 21-22.
Not offered in 1963-64.
34. **RECENT AND CONTEMPORARY PHILOSOPHICAL PROBLEMS**—Mr. Kosman.
A study of recent and contemporary treatments of philosophical problems in Europe and America. In 1963-64, the course will consider selected literature relating to the philosophy of mind. Prerequisite: Philosophy 21-22.
35. **METAPHYSICS AND EPISTEMOLOGY**—Mr. Parker.
A study of the nature and possibility of theories of reality and fundamental presuppositions of knowledge and action. Prerequisite: Philosophy 21-22.
Offered in 1963-64.
36. **HISTORY AND PHILOSOPHY OF SCIENCE**—Mr. Green.
(See Physical Science 36 under General Courses.)
37. **PLATO**—Mr. Desjardins.
A study of a selected group of the dialogues. Prerequisite: Philosophy 21 or consent of the instructor.
Offered in 1963-64 as Philosophy 63 and open only to Seniors.
38. **ARISTOTLE**
A study of a selection of the primary works of Aristotle. Prerequisite: Philosophy 21 or consent of the instructor.
Offered in 1964-65 and alternate years.
40. **KANT**—Mr. Desjardins.
A study of the primary texts with special emphasis on the First and Third Critiques. Prerequisite: Philosophy 22 or consent of the instructor.
- 63-64. **PHILOSOPHICAL SEMINAR**—Mr. Desjardins and Mr. Parker.
Specialized work in some restricted field of philosophic or religious thought is undertaken, the precise subject depending upon the needs of the students and the general interests of the group. Primarily designed for Seniors majoring in Philosophy and for Graduate students. Prerequisite: Philosophy 21-22; Majors unless by special arrangement. Limited to ten students.
In 1963-64, Philosophy 63 will be the seminar on Plato, Philosophy 37.

81, 82. PROJECT COURSES—Individual consultation; supervised independent reading and research. Mr. Parker, Mr. Desjardins, and Mr. Kosman.

Physical Education

PROFESSOR ROY E. RANDALL, *Chairman*

PROFESSOR WILLIAM DOCHERTY, JR.

ASSISTANT PROFESSOR ERNEST J. PRUDENTE

COURSES in Physical Education are arranged in accordance with the plan for all-year physical training in the Freshman, Sophomore, and Junior years. The aim of this plan is to make possible active participation in athletics for the majority of students at Haverford College, with emphasis on the sports with carry-over value. Each student is required to take, during his first three years, nine terms (fall, winter, spring) of Physical Education. However, one course in the Arts and Service program (see pp. 107-109) may be substituted for Physical Education during the Sophomore year, and two courses during the Junior year.

The intercollegiate program consists of varsity and sub-varsity schedules in 13 sports: Football, Soccer, Cross Country, Basketball, Fencing, Swimming, Wrestling, Cricket, Baseball, Track, Golf, Tennis and Sailing. Participation in these activities may be substituted for the Physical Education requirement.

Evidence of satisfactory physical condition is required by the department before a student is permitted to participate in any aspect of the program. A swimming test is given to all entering students. This test must be passed by all students before graduation. Swimming instruction is given in the gymnasium pool during the fall and spring.

The outdoor facilities include: Walton Field for football and track, with a 440-yard oval and a 220-yard eight lane straight-away cinder track; the Class of 1888 and Merion Fields for soccer, both of which are used for baseball and softball in the spring; a skating pond; Cope Field for cricket; an athletic field presented by the Class of 1916; a baseball field presented by the Class of 1922, used also for soccer in the fall; and thirteen tennis courts, three of which are all-weather. There are two dinghies available during the spring and fall for those (with certain exceptions) who wish to sail.

Indoor facilities include the Gymnasium and Alumni Field House. The basement of the gymnasium contains dressing rooms, showers, lockers, a swimming pool, wrestling room and training room. Through the generosity of the Class of 1928 it has been possible to provide additional locker and dressing facilities, a new stock room, and a laundry and drying room. A regu-

lation basketball court is on the main floor, with hand ball and badminton courts. On the upper floors are dressing facilities for officials and instructors, and department offices.

Alumni Field House, donated by Alumni and friends of the College, became available in 1957 and provides ideal facilities for the further development of the Athletic program. This "indoor playing field" includes a 7-lap track, with areas for field events, a dirt area 120' by 120' for outdoor events under cover, a batting cage for baseball and cricket, nets for golf, a wooden area 120' by 120' with two basketball courts, two tennis courts, and seating capacity for 1000 spectators.

Physics

PROFESSOR LOUIS C. GREEN, *Chairman*

PROFESSOR FAY AJZENBERG-SELOVE

ASSOCIATE PROFESSOR WILLIAM C. DAVIDON

ASSISTANT PROFESSOR CHARLES H. HOLBROW

LECTURER THOMAS A. BENHAM

THE PHYSICS CURRICULUM acquaints students with the physical universe, introduces them to the concepts and theories which are now fundamental in science, and provides them an opportunity for firsthand experimental investigations. For the student with professional aims in science, the Department offers a program of study which leads to a strong major in physics, providing sound preparation for graduate work.

Students of astronomy, biology, chemistry, mathematics and other disciplines will find the general physics course, Physics 13, 14, valuable preparation for their subsequent work. Physics 13, 14 is ordinarily taken in the Sophomore year by those not intending to major in physics, after completion of freshman mathematics. However, students who plan to major in physics are advised to take Physics 13, 14 in their Freshman year. Individuals with a strong background in high school physics and mathematics and who plan to continue with additional work in physics may arrange to omit Physics 13, 14, and begin directly with Physics 15, 16 in their Freshman year.

In its program of studies for physics majors, the Department desires to stimulate a maximum of independent thought and initiative consistent with a thorough development of understanding; to this end, a sequence of three two-semester courses is provided, consisting successively of mechanics, electromagnetism, and atomic and nuclear physics. In addition, a year of course work and a year of individual research, Physics 81, 82, is completed at a senior

level. Physics 81, 82 offers opportunity to conduct an extended individual investigation with training in the mastery of theory and experiment, and with emphasis upon independent work and the ability to express oneself clearly both orally and in writing on the subject of investigation. Physics 81, 82 is not, however, limited to students majoring in Physics; it may be elected by others after consultation.

Major Requirements

Physics 15, 16; 23, 24; 31, 32; 81, 82; 100; two additional semester courses in Physics, selected from Physics 41, 42, 43, 46, 47, 48; and Mathematics through differential equations. It is strongly recommended that majors take two courses selected from the fields of astronomy, biology and chemistry.

A written comprehensive examination on physics treated as a unified discipline, designed to test each individual's ability to correlate his knowledge.

Students who desire to combine a Major in Physics with advanced work in a related department may do so by arranging an interdepartmental major, as provided for on page 40.

Requirements for Honors

The granting of Honors in Physics will be based upon excellence (an average of 85 or better) in course work, the quality of performance in the Senior project course (Physics 81, 82), the results of an oral examination on the thesis and related topics in Physics 82, and the comprehensive examinations (Physics 100). High honors in Physics will be awarded only to those majors who have performed in a superior fashion in meeting all of these requirements.

- 13, 14. GENERAL PHYSICS—*Four hours, including one laboratory period a week.*
Mr. Holbrow.

An introduction to the fundamental concepts of mechanics, wave motion, heat, electricity and magnetism, and quantum phenomena; Freshmen are admitted only with consent of the instructor. Algebra and trigonometry are essential, and some familiarity with calculus is useful. Prerequisite: Mathematics 11, 12 or concurrently 15, 16, or consent of the instructor.

- 15, 16. MECHANICS—Mrs. Selove.

Kinetics and dynamics of particle and wave motion, including energy, momentum, and angular momentum considerations; analysis of constrained motions, motion in conservative fields, scattering, and coupled harmonic oscillators; introduction to action principles, the virial theorem, properties of phase space; study of the motion of rigid and elastic bodies and fluids; applications of vectors, linear algebras, and calculus. Prerequisite: Physics 13, 14 or consent of the instructor.

- 23, 24. ELECTROMAGNETISM—*Four hours, including one laboratory period a week.*
Mr. Benham and Mr. Davidon.

A course of lectures, readings, and laboratory experiments designed to familiarize the student with precision electrical measurements. Solutions of electrostatic prob-

lems and magnetic circuits, linear circuits (D.C., A.C., and transient phenomena); properties of radiation throughout the electromagnetic spectrum; introduction to Maxwell's Equations; phenomena of interference, diffraction, polarization; phenomena of reflection, refraction, absorption. Prerequisite: Physics 15, 16, or consent of the instructor.

31, 32. **ATOMIC AND NUCLEAR PHYSICS**—*Four hours, including one laboratory period a week.* Mr. Holbrow and Mrs. Selove.

Atomic and nuclear phenomena are described and interpreted in terms of classical and quasi-classical models. Also experiments revealing the need for modification of the assumptions of classical mechanics are studied and performed. The modifications of classical theory and their implications are considered and the description of atomic and nuclear phenomena is then put on a more rigorous basis by a detailed study of quantum mechanics. Prerequisite: Physics 15, 16 or consent of the instructor.

41. **GENERAL RELATIVITY AND COSMOLOGY**—Mr. Green.

(Also called Astronomy 41).

The tensor calculus is developed and applied to a discussion of general relativity and cosmology. The observational and experimental evidence supporting general relativity is reviewed, and the present state of the evidence favoring expanding and steady state universes is considered. Prerequisite: Mathematics 21 and Physics 15, 16. Offered in 1963-64 and alternate years.

42. **BOUNDARY VALUE PROBLEMS OF MATHEMATICAL PHYSICS**—Mr. Green.

(Also called Mathematics 42.)

Orthogonal functions, perturbation theory, the calculus of variations (integral transforms), and iterative procedures are employed to solve boundary value problems expressed in the form of differential or integral equations. Such functions as Legendre, associated Legendre, Bessel, hypergeometric, and confluent hypergeometric are employed. Attention is given to numerical and machine methods. An introduction to Sturm-Liouville theory and Hilbert space is presented. Examples are chosen from such fields as heat conduction, classical and quantum mechanics, acoustics, aerodynamics, electromagnetic theory, and radiative transfer. Prerequisite: Mathematics 31; Physics 13, 14.

Offered in 1964-65 and alternate years.

43, 44. **ELECTRONICS**—*Four hours, including one laboratory period a week.* Mr. Benham.

Analysis of circuits for rectification, linear amplification; advanced linear circuit theory; instrumentation—coincidence circuits, pulse height analysis; scaling and computer circuitry. Laboratory experiments are designed to give the student experience in the relation of theory and practice. Prerequisite: Physics 23, 24, or consent of the instructor.

45. ADVANCED CLASSICAL MECHANICS—Mr. Green.
(See Astronomy 45.)
Offered in 1964-65 and alternate years.
46. SOLID STATE PHYSICS—*Four hours, including one laboratory period a week.*
Crystal structure; properties of metals; electrical and magnetic properties of materials; semi-conductors; applications of nuclear magnetic resonance, masers, etc. Prerequisite: Physics 24 and 31.
Offered in 1964-65 and alternate years.
47. THERMODYNAMICS AND STATISTICAL MECHANICS—Mr. Davidon.
Equations of state and the laws of thermodynamics; applications of thermodynamic concepts; statistical consideration in mechanical and electrical systems; kinetic theory of gases. Prerequisite: Physics 15, 16, or consent of the instructor.
Offered in 1963-64 and alternate years.
48. FOUNDATIONS OF MODERN PHYSICS—Mr. Davidon.
Space time structure, symmetries of physical systems; elementary scattering theory; interpretation of quantum mechanics; applications of modern mathematics.
Offered in 1963-64 and alternate years.
- 81, 82. PHYSICS SEMINAR—Members of the Department.
Individual work in selected fields of investigation. Each student pursues comprehensive reading and sustained experimental work on a problem. Meetings are held with the members of the Department to discuss the progress in each field of investigation. Each student becomes familiar with problems other than his own and gains experience in presenting his work. Students who major in Physics are expected to take two semesters, but the course is not restricted to Major students. Qualified Juniors or Seniors may, by permission, elect either one semester or two. Also, the course may be repeated for credit with change of content. The granting of Honors depends heavily upon performance in this course.

Political Science

PROFESSOR ALFRED DIAMANT, *Chairman*
ASSISTANT PROFESSOR HARVEY GLICKMAN
ASSISTANT PROFESSOR PHILIP GREEN

THE POLITICAL SCIENCE CURRICULUM is designed to give students an understanding of political organization and political forces in modern society, to provide knowledge and a basis for insight and judgment on the problems involved in the relationship of the individual to government and of governments to one another. The broad areas of study include: analysis of political theory in relation to its institutional environment; comparison and appraisal of different types of governments and political organization; American political institutions; and problems of international relations.

The tools of analysis include theory and experience. The purposes and the actual workings of political institutions and political groups are appraised. In advanced courses, emphasis is placed upon individual research and analysis—practice in location, organization, and presentation of data, and independent judgment.

The courses are designed primarily for a liberal arts education and are intended to create intelligent and lasting interest and participation in the formulation of public policy. The training will also serve the practical needs of those men contemplating professional careers which involve an understanding of modern government, such as law, journalism, and the public service.

Men majoring in political science are expected to understand the relationship of this field to other social studies and also the purposes and methods of the social sciences as a whole. They are thus expected to take supporting courses in economics, history, and sociology.

Major Requirements

Political Science 11, 12, and six other courses in Political Science distributed among the areas of study indicated above.

In the senior year majors will enroll in Political Science 65 and 100. This will cover seminar participation, preparation of a senior essay, and review for comprehensive examinations.

Four approved semester courses in other social sciences.

A comprehensive examination covering the major fields of study.

Requirements for Honors

Applications for candidacy for departmental Honors must be filed no later than the beginning of the Senior year. Candidates must submit an outstanding thesis of independent research or original theoretical analysis and must pass an oral examination on the thesis as well as on general attainment in the field. The award of Honors will be determined on the basis of the thesis, the oral examination, quality of course work, and performance in the Senior seminar and the comprehensive examination.

11, 12. FREEDOM AND CONTROL: Theory and Practice of Modern Government—Staff.

A comparative analysis of selected foreign and American political institutions and policies with reference to their theoretical foundations. The first semester concentrates on the development of main currents of western political thought, studied

primarily through the original works of theorists who had major influence in shaping modern ideas and practice. Particular attention is given to the central issue of reconciling individual freedom with social control. The second semester examines the issues by comparing structure, administration, and policy in several countries.

21, 22. AMERICAN PARTY POLITICS: INSTITUTIONS AND BEHAVIOR—Mr. Green.

A study of political parties, their organization and functioning; the relationship of interest groups to the party system; the influence of public opinion, personality, culture, voting behavior, and attitudes on political life. Prerequisite: Political Science 11, 12.

23. AMERICAN CONSTITUTIONAL DEVELOPMENT

A study of the development of the American constitution through judicial interpretation, related to the changing political, social and economic problems of the United States. Definitive Supreme Court cases shaping the course of American development will serve as the primary basis of study. Prerequisite: Political Science 11, 12.

Offered in 1964-65 and alternate years.

27. AMERICAN POLITICAL THOUGHT—Mr. Diamant.

An approach to understanding the enduring significance of the American heritage through the study of outstanding political and social writings. Prerequisite: Political Science 11, 12 or History 21-22.

Offered in 1963-64 and alternate years.

31, 32. COMPARATIVE POLITICS—Mr. Diamant, Mr. Glickman.

An advanced institutional-functional analysis of the political process in developing and mature political systems. A framework will be constructed for the examination of selected political systems in Europe, Africa, and Asia. The major categories comprising this framework will be: political culture, ideology, constitutionalism, parties, interest groups, and bureaucracy. The functioning of these categories in the political process will be examined for each of the political systems selected for analysis. Problems of institutional transfer will be considered. Prerequisite: Political Science 11, 12.

34. TECHNOLOGY, EMPLOYMENT, AND LEISURE—Mr. Teaf

(See Economics 34)

37. GOVERNMENT AND BUSINESS

(See Economics 37. Industrial Structure and Market Behavior.)

38. GOVERNMENT ADMINISTRATION AND PUBLIC POLICY

A study of administration as a central element of contemporary society with special reference to the problems involved in the decision-making process; administrative theory and process in relation to the formulation and execution of public policy. The approach is analytical rather than descriptive and is based, in large measure, on case studies. Prerequisite: Political Science 11, 12.

Offered in 1964-65 and alternate years.

- 39, 40. INTERNATIONAL RELATIONS: POLITICAL AND ECONOMIC—Mr. Glickman.

(Also called Economics 39, 40.)

An examination of human, material, and cultural factors and their interconnection in the making of national goals and national strategies in the setting of the world community. Concentration on major international developments since 1918, including analysis of selected problems, such as economic developments, stabilization of trade and payments, arms control, settlement of disputes. Individual or group research projects required. The first term focuses on political analysis, the second term on economic analysis. Prerequisite: Political Science 11, 12 and Economics 11, 12, or permission of the instructor.

Political Science 40 not offered in 1963-64.

43. THE SOVIET SYSTEM—Mr. Hunter.

(See Economics 43.)

46. AMERICAN FOREIGN POLICY—Mr. Glickman.

A survey of the evolution of contemporary American foreign policy interests and critical analysis of the forces which shape policy. Emphasis is placed on research papers treating specific areas or issues. Prerequisite: Political Science 12.

49. METROPOLITAN AND STATE POLITICS—Mr. Diamant.

An analysis of the political and administrative issues arising out of the changing character of community government. Problems of obsolete political boundaries, the development of independent multi-governmental authorities, the proliferation of quasi-governmental units, and the expanding conflicts and shifting relations of local, state and federal governments are examined.

Prerequisite: Political Science 11, 12.

Offered in 1964-65 and alternate years.

56. INTERNATIONAL ORGANIZATION—Mr. Glickman.

An analysis of the development of international institutions and their role in security and social economic fields. Particular attention is given to case studies in United Nations operations and consideration is given to proposals for regional and world government. Prerequisite: Political Science 11, 12.

Not offered in 1963-64.

64. MODERN POLITICAL THEORY—Mr. Diamant.

A study of leading political doctrines which have had a major influence in shaping the issues and conflicts of the modern world. Prerequisite: one year of Political Science, Economics, or Sociology.

65. SENIOR SEMINAR—Mr. Diamant.

An intensive study of the scope of political studies and of the methods conducive to arriving at reliable and verifiable results. Students will design and initiate research projects which will be completed as part of the work of Political Science 100.

Offered in 1964-65 and subsequent years.

81, 82. INDEPENDENT PROJECT COURSES—*Individual consultation; supervised independent reading and research.* Members of the Department.

Research papers and oral reports on special topics based upon the individual interests of advanced students. Enrollment only by permission of the instructor. May be taken as semester or year course by arrangement with the instructor.

Psychology

ASSOCIATE PROFESSOR DOUGLAS H. HEATH, *Chairman*

ASSOCIATE PROFESSOR GEORGE A. HEISE

ASSISTANT PROFESSOR SIDNEY I. PERLOE

THE PSYCHOLOGY PROGRAM is designed to give the student an understanding of the empirical approach to the study of behavior, a knowledge of the psychological principles which have emerged from empirical research, and an acquaintance with the problems to which contemporary research is directed. The student is encouraged to make active use of his knowledge in two ways: first, by developing through laboratory courses a working familiarity with the experimental method as applied in psychology, ordinarily culminating in an individual research project in the junior or senior year; second, by attempting to apply known psychological principles to an understanding of the behavior of individuals and groups in all areas of human endeavor.

Major Requirements

A major program in Psychology consists of two parts: 1) Core program in Psychology. Normally, such a program will include Psychology 11, 12, 14 or 25, 16, 21, 38, and 100a. 2) Concentration program within Psychology. Each student will develop a Concentration program of five or more courses organized around advanced psychology courses, including the Senior Seminar (Psychology 62), and meaningfully related courses in either the Humanities, the Social Sciences, or the Natural Sciences.

Students contemplating a Psychology major are advised to complete at least one or two semester courses beyond the introductory course by the end of the sophomore year and the basic laboratory work by the end of the junior year. The core program courses must be completed by the end of the first semester of the senior year.

The comprehensive examination will be taken at the end of the first semester of the senior year and will cover the work in the core program.

Requirements for Honors

The award of Departmental Honors signifies that a student has maintained a consistently high standard of performance in the work of both parts of his major program, and has done distinguished work on an independent empirical research project, the comprehensive examination, and the Senior Seminar integrative paper. Honors candidates should plan to take Psychology 51 and 52 during their senior year.

11. INTRODUCTORY PSYCHOLOGY—Messrs. Heath, Heise, and Perloe.

The course is organized around three units: psychodynamics, social psychology, and

learning. The principles and methods appropriate to each unit will be explored by means of an intensive analysis of selected topics within that unit. Students will be introduced to case material, laboratory experiments and demonstrations, test and questionnaire procedures, and methods of data analysis. A limited independent project may be required.

12. SOCIAL PSYCHOLOGY—Mr. Perloe.

(Also called Sociology 12.)

A consideration of the individual aspects of social behavior. Initially, attention will be focused on the way individuals perceive and interpret social situations. The following topics will then be examined: the motivational determinants of group membership and social conformity, the psychological aspects of social conflict, and the effects of culture and social structure on personality. Prerequisite: Psychology 11 or Sociology 11 or permission of the instructor.

14. LEARNING—*Three class hours and laboratory.* Mr. Heise.

The course will be concerned primarily with human learning, although experimental findings and concepts from animal studies will be introduced as required. Topics will be treated in order of increasing complexity: human classical and operant conditioning, verbal and serial learning, transfer and forgetting, problem-solving, thinking and language behavior. Other topics include: current studies on the physiological basis of learning, and applications of laboratory findings and technology to education and child training. Prerequisite: Psychology 11.

16. THEORIES OF PERSONALITY—Mr. Heath.

Although the course will cover the major personality theorists, it will go most intensively into Freudian and existentialist personality theory as it is now being elaborated by Carl Rogers, Rollo May, and others. Other theorists such as Jung, the neo-analysts, and the proponents of a trait approach to personality will also be discussed. Wherever possible, reading will be in original sources. Class discussion and papers will concentrate on clarifying and evaluating the merits of the different theories. Prerequisite: Psychology 11.

21. PERCEPTION AND JUDGMENT—*Three class hours and laboratory.* Mr. Perloe.

Analysis of the major theoretical positions and relevant research in perception and judgment. In addition to discussions on the traditional topics of form and space perception, perceptual learning, perceptual constancies and the effects of frames of reference on judgment, attention will be given to the effects of motives, value and personality upon perception. Prerequisite: Psychology 11.

23. DEVELOPMENTAL PSYCHOLOGY—Mr. Heath.

The course will be organized around the major developmental problems of childhood, adolescence and the adult, and the types of controls used to master these problems. Emphasis will be placed on Piaget's and the ego psychologists' theories of child development. Consideration will also be given to the psychological aspects of identity, marriage, religion, old age, and death. Prerequisite: Psychology 16 and the consent of the instructor.

25. ANIMAL BEHAVIOR AND MOTIVATION—*Three class hours and laboratory.*
Mr. Heise.

Principles, problems, and methods in the experimental study of animal behavior. Topics will include primary and secondary drives, "emotional behavior," "instinctive" behavior, and interspecies comparisons. Similarities and differences in these behaviors between animals and humans will be pointed out. Considerable attention will be given to physiological mechanisms. In the laboratory, basic processes and phenomena in animal behavior (e.g., appetitive and aversive conditioning, generalization and discrimination, effects of various schedules of reinforcement, feeding schedules, preference behavior) will be produced and studied under controlled conditions. Prerequisite: Psychology 11.

32. COMMUNICATION, PROPAGANDA AND ATTITUDE CHANGE—Mr.
Perloe.

(Also called Sociology 32.)

A detailed coverage of recent psychological research and theory on persuasive communications and attitude change. Consideration will be given to the effects of the following factors: the nature of the communicator, the use of emotional appeals, the structure of persuasive communications, the personalities of the communication recipients and the occurrence of inconsistencies between belief and action. The consequences of gross situational changes such as "brainwashing" will be discussed. The last part of the course will be organized as a seminar devoted to individual research projects. Prerequisite: Psychology 11 or permission of the instructor.

34. PERSONALITY ASSESSMENT AND CHANGE—*Three class hours and field work.*
Mr. Heath.

The seminar will introduce the student to the theory and research literature on the types of behavior disorders that will be encountered in the field work. Following this introduction, the seminar will concentrate on the basic theoretical and methodological issues involved in personality assessment. Finally, current research on the etiology and therapy of emotional disorders will be evaluated. The field work will offer closely supervised training in observational procedures, participation in the various services of a psychological facility, and discussions with the psychological and other professional staffs. Prerequisite: Psychology 16 and the consent of the instructor.

38. PSYCHOLOGICAL THEORY—Mr. Heise.

The course is divided into three related parts: 1) History of psychology—psychology as the analysis of consciousness and the "schools" which challenged this conception of psychology; 2) Issues of scientific methodology pertinent to psychology, criteria for evaluation of psychological theory, and application of these criteria to recent "systems" such as those of Tolman or Hull; and 3) Examination of current theorizing in various areas of psychology. Prerequisite: Psychology 11 and at least one additional course in psychology.

51, 52. RESEARCH TOPICS IN PSYCHOLOGY—Messrs. Heath, Heise, and Perloe.
This course will introduce students to the problems of hypothesis formation and definition, experimental design, data analysis and report writing by means of semi-

nars, closely supervised experimental research projects, and oral reports. Students must have selected the general topical area within which they wish to do research prior to admission to the course. Prerequisite: Psychology 21 and either 14 or 25, and the consent of the instructor.

62. SENIOR SEMINAR—Messrs. Heath, Heise, and Perloe.

The course is organized around each student's concentration program and has as its purpose the development in some depth of an understanding of the relation and contribution of psychology to some problem area of mutual concern to the psychologist and the humanist, social scientist, or natural scientist. Each student will write a major paper on a psychological topic that requires him to make use of knowledge of both psychology and another field.

81, 82. READING PROJECTS IN PSYCHOLOGY—Messrs. Heath, Heise, and Perloe.

Religion

ASSISTANT PROFESSOR GERHARD E. SPIEGLER, *Chairman*

THE DEPARTMENT OF RELIGION examines the nature and function of religious thought in terms of its historical formation and in its contemporary setting. Major attention is given to the diverse currents of the Judeo-Christian heritage. At the same time students are introduced to the historical comparative study of religions outside the Judeo-Christian tradition. Students majoring in religion must secure a solid methodological and substantive foundation in the field as a whole and concentrate on its relation to one other academic discipline, e.g., Anthropology, Classics, English, History, Philosophy, or Psychology.

Major Requirements

The exact structure of the program and the choice of the supporting discipline must be determined in consultation with the major supervisor and the second department in question. The program must include the following courses:

- a. Religion 11, 12; 23-24 or 27, 28; 100; Philosophy 21-22.
- b. Three additional half-year courses in Religion.
- c. Five half-year courses beyond the introductory level in the department of the supporting discipline.
- d. Such additional language courses as deemed essential by the department for the proposed course of study.

A comprehensive examination consisting of three parts:

- a. An examination in one of the following areas: 1) Biblical History and Literature; 2) Phenomenology and History of Religion; 3) History of Religious Thought in the Judeo-Christian Tradition.
- b. An examination in current philosophical and constructive theological thought.
- c. An examination in the supporting discipline, testing the level of competence in a specified area of the field in relationship to the studies in Religion.

Requirements for Honors

Honors in Religion are awarded for a prearranged special study of the works of some major theologian or work on a major theological problem. The usual method of testing such study is by a three-hour written examination and an oral examination, but a thesis may be presented in place of the written examination. Honors will not be given unless the candidate has an average of 85 or better in the regular comprehensive examinations in Religion, and High Honors require a minimum grade of 90.

11, 12. INTRODUCTION TO BIBLICAL HISTORY AND INTERPRETATION —Mr. Spiegler.

A study of the formation and interpretation of the root literature of the Judeo-Christian tradition in its historical context and its theological content. In the first semester the course focuses upon the socio-political and religio-cultic life of the Hebrews. The religious thought of the Hebrew people is studied as well as the methods and results of critical scholarship in the field of Old Testament study. In the second semester the literature of the New Testament is examined within the context of the growing early Christian Church. Extensive reading in Biblical and extra-Biblical sources; reports, lectures, and class discussions.

23-24. HISTORY OF RELIGIONS—Staff.

An introduction to the phenomenology of religion and to the historical comparative study of religions. In the first semester generic characteristics of religious forms such as religious symbols, myths, communities and theologies are examined within the context of primitive religions. In addition, studies in classical and modern Islam are initiated. In the second semester work focuses upon Eastern religions, particularly upon Hinduism, Buddhism, Confucianism and Shinto. Reports, lectures and class discussions.

Offered in 1964-65 and alternate years.

27. FORMATION AND GROWTH OF CLASSICAL CHRISTIAN THOUGHT— Mr. Spiegler.

(Also called History 27.)

A study of the origins and normative formulations of Christian doctrines in the encounter with Hellenistic religious and philosophical thought and their theological interpretation through 1300 A.D. Special attention is given to the works of the Apostolic Fathers, Irenaeus, Origen, Athanasius, Augustine, Anselm and Thomas Aquinas. Firsthand acquaintance with selected writings of these theologians; reports, lectures and class discussions. Prerequisite: Religion 11 or 12 or Classics 19-20 or Philosophy 21-22 (these may be taken concurrently) or the consent of the instructor. Offered in 1963-64 and alternate years.

28. CURRENTS IN THEOLOGICAL THOUGHT SINCE 1300 A.D.—Mr. Spiegler. (Also called History 28.)

A study of later Medieval and Reformation Protestant theological thought leading into an examination of the main theological currents since the Enlightenment within the context of modern philosophical developments. Special attention is given to works by such men as Meister Eckhart, Ockham, Luther, Calvin, Spinoza, Kant, and Schleiermacher. Firsthand acquaintance with selected writings of these thinkers;

reports, lectures and class discussions. Prerequisite: Religion 27 or the consent of the instructor.

Offered in 1963-64 and alternate years.

29. RELIGIOUS IDEAS IN MODERN CULTURE—Mr. Spiegler.

(Also called Philosophy 29.)

A study of constructive theological and philosophical problems and issues in contemporary religious thought with special attention to theistic and nontheistic existentialism, theological naturalism and dialectical confessional theology. The work of such men as Buber, Jaspers, Heidegger, Bultmann, Wieman, R. Niebuhr, H. R. Niebuhr, Barth and Tillich will be treated respectively. Firsthand acquaintance with selected writings of four of these men; reports, lectures and class discussions.

32. SEMINAR IN HISTORICAL AND PHILOSOPHICAL THEOLOGY—Mr. Spiegler.

(Also called Philosophy 32.)

Specialized study of the works of some major philosopher and theologian or work on a major theological problem. Topic for 1963-64: The philosophical-theological foundations of nineteenth century religious liberalism; studies in the thought of Schleiermacher, Hegel, and Kierkegaard. Prerequisite: Consent of the instructor.

81, 82. PROJECT COURSES—Mr. Spiegler.

Individual consultation; independent reading and research.

Romance Languages

PROFESSOR MARCEL M. GUTWIRTH, *Chairman*

PROFESSOR MANUEL J. ASENSIO

ASSOCIATE PROFESSOR BRADFORD COOK

ASSISTANT PROFESSOR ENGLISH SHOWALTER, JR.

INSTRUCTOR DANIELLE HENNEQUIN

ADMISSION of new students to all French and Spanish courses except French 11-12 and Spanish 11-12 is contingent upon placement examinations administered by the Department prior to the opening of such courses.

Opportunity is given to students who complete French 11-12, Spanish 11-12 or Spanish 13-14 with distinction to advance rapidly into higher courses by passing a special examination in September on a prescribed program of vacation study.

Residence in the French and Spanish Houses and participation in the Cercle français and Club español afford an opportunity for supplementary oral practice.

Students who might profitably spend their Junior year in France or Spain are encouraged by the Department to apply for admission to the institutions sponsoring foreign study groups.

Students majoring in Romance Languages are encouraged to spend a

summer in France or in a Spanish speaking country. Foreign summer schools and projects sponsored by the American Friends Service Committee and other organizations offer exceptional opportunities in this regard.

FRENCH

THE PROGRAM in French is designed to give the student some facility in handling the French language, by elucidation and review of fundamentals, by a progressive course of readings, constant practice in hearing, speaking, writing French. Through the study of French history the student is further made aware of the circumstances that have given rise to French civilization and the institutions that shaped its unfolding. Through the masterpieces of French literature, which he is then ready to approach, by close study of style and structure, of moral and artistic intentions he is led to enlarge his understanding of the human heart—as well as of the mind—and to heighten his perception of artistic achievement. A reading in the original of the works of major figures like Pascal, Molière, Balzac, Flaubert, Proust, moreover, will perfect his acquaintance with some of the best in his own heritage, the culture of the West.

Major Requirements

French 31, 32, 33, 34, 41, 42, and 100.

Supporting courses to be arranged in individual conference with the Major Supervisor.
Comprehensive Examination.

Requirements for Honors

Honors in French will be awarded on the basis of consistently distinguished work in the literature courses—including at least one project course—and of a grade of 90 or better on the comprehensive examinations. High Honors will be determined by a further oral examination.

11-12: INTRODUCTION TO FRENCH LANGUAGE AND THOUGHT—Staff.

Pronunciation and intonation; grammar, with oral and written exercises. Reading, in the second semester, of easy texts of literary merit.

This course is not open to students who have had previous training in French.

13-14. THE FRENCH NATION—Staff.

The purpose of the course is to acquaint the student with French civilization by making him familiar with the broad outline of French social, political, and literary history. Representative literary works are read, in conjunction with a standard French history text. Grammar review, *dictées*, short written compositions, classes conducted in French. Prerequisite: French 11-12 or satisfactory performance on a placement test.

21. DICTION AND COMPOSITION IN FRENCH—Mr. Showalter.

Intensive language work in a small class. Grammar review, compositions, pro-

nunciation drill, oral reports. The work will be centered on literary topics (e.g., the contemporary theatre), but the emphasis will be on perfecting linguistic performance. Prerequisite: permission of the Department.

22. EXPLICATION DE TEXTES—Mr. Showalter.

An introduction to the study of French literature by the method of intensive analysis of style and structure applied to the several *genres*. Prose and poetry, essay and fiction drawn from a variety of periods will come under scrutiny. Prerequisite: French 21 or the equivalent.

31. THE CLASSICAL AGE—Mr. Cook.

Readings in the French XVIIth century, from Pascal's *Pensées* to La Bruyère's *Caractères*, with special attention to the flowering of the classical drama. Prerequisite: French 22 or the equivalent.
Offered in 1963-64 and alternate years.

32. THE TWENTIETH CENTURY—Mr. Gutwirth.

Three generations, those of Gide, Malraux, and Sartre, will be examined in representative novels, plays, essays, and poems. Prerequisite: French 22 or the equivalent.
Offered in 1963-64 and alternate years.

33. NINETEENTH CENTURY LYRIC POETRY—Mr. Cook.

The lyrical rebirth of the 19th century: Hugo, Baudelaire, Rimbaud, Verlaine, Mallarmé. Prerequisite: French 22 or the equivalent.
Offered in 1964-65 and alternate years.

34. THE NOVEL FROM LACLOS TO PROUST—Mr. Gutwirth.

The rise of the modern novel in France from the late 18th to the early 20th century, with particular attention to Balzac, Stendhal, Flaubert, Zola, and Proust. Prerequisite: French 22 or the equivalent.
Offered in 1964-65 and alternate years.

41. ADVANCED TOPICS IN FRENCH LITERATURE

1963-64. La Fontaine. Mr. Gutwirth.

1964-65. Pascal.

Prerequisite: consent of the instructor.

42. ADVANCED TOPICS IN FRENCH LITERATURE

1963-64. Stendhal and the Analytical Novel. Mr. Cook.

1964-65. Voltaire and Rousseau.

Prerequisite: consent of the instructor.

81, 82. SPECIAL PROJECTS IN FRENCH LITERATURE—Mr. Gutwirth, Mr. Cook, and Mr. Showalter.

This course offers the student of French literature an opportunity to probe more deeply and more independently into a problem or into an area in which he is particularly interested. The nature of the course will therefore vary to suit the needs of each individual student.

SPANISH

The courses offered in Spanish are designed to give the students a thorough knowledge of the Spanish language and an understanding of Spanish and Spanish-American thought and culture. Elementary Spanish and Intermediate Spanish are primarily language courses, with emphasis on grammar, reading, and conversation. Even in these elementary courses the approach corresponds to the liberal tradition of the College, placing emphasis on the human value of the language, and its importance in international and continental solidarity and understanding. The elementary courses are followed by general courses in civilization and literature, as the basis for the more advanced courses covering special periods, works, and authors in Spanish and Spanish-American literatures.

Major Requirements

Spanish 21-22; 23-24, 81 or 82, and 100.

History of Spain and Spanish America, as a background for literature.

Supporting courses to be arranged in individual conference with the Major Supervisor.
Comprehensive Examination.

Requirements for Honors

Honors in Spanish are awarded to students who consistently show high quality work in their literature courses and undertake study beyond the normal requirements. Every Honors student must complete at least one project course. A minimum grade of 90 is required in the comprehensive examinations. High Honors are awarded on the basis of a further oral examination.

11-12. ELEMENTARY SPANISH—Mr. Asensio.

Grammar, with written and oral exercises; reading; thorough drill in conversation.

13-14. INTERMEDIATE SPANISH—Mr. Asensio.

Review of grammar, with written and oral exercises; composition, reading and conversation. Prerequisite: Spanish 11-12 or the equivalent.

15-16. INTRODUCTION TO HISPANIC CIVILIZATION—Mr. Asensio.

Geographic, cultural, and historical background. Emphasis is laid on basic attitudes underlying the Spanish and Spanish-American culture pattern and contrasting with characteristic American attitudes. Lectures, reading, discussion, written reports. Prerequisite: Spanish 13-14 or the equivalent.

Not offered in 1963-64.

21-22. INTRODUCTION TO SPANISH LITERATURE—Mr. Asensio.

A survey of Spanish literature from the beginnings to modern times; lectures, written and oral reports. Prerequisite: Spanish 13-14 or the equivalent.

Offered in 1964-65 and alternate years.

- 23-24. INTRODUCTION TO LATIN-AMERICAN LITERATURE—Mr. Asensio.
A survey of Latin-American literature from the Colonial period to modern times; lectures, written and oral reports. Prerequisite: Spanish 13-14 or the equivalent. Offered in 1963-64 and alternate years.
33. SPANISH LITERATURE OF THE GOLDEN AGE—Mr. Asensio.
Cervantes, Lope de Vega, Tirso de Molina, Calderon; lectures, written and oral reports.
Not offered in 1963-64.
- 81, 82. SPECIAL TOPICS IN SPANISH LITERATURE—Mr. Asensio.
Reading and lectures; written and oral reports. This course may be repeated, with change of content, for full credit.

Russian

ASSOCIATE PROFESSOR FRANCES DE GRAAFF, *Chairman*

ASSISTANT PROFESSOR RUTH PEARCE

THE COURSES in Russian are designed to offer the students the opportunity to learn to read and speak Russian and to achieve an understanding of the thought and culture of pre-revolutionary as well as contemporary Russia. Russian 11-12 and 21-22 are primarily language courses. The elementary course teaches the basic grammar and enough vocabulary to enable the student to speak and understand simple Russian. The intermediate course introduces the student to the Russian literary language; also some newspaper articles and other contemporary material are read.

Students who have completed Russian 21-22 can continue with the more advanced courses offered at Bryn Mawr College.

Major Requirements

(Courses numbered above 100 are offered at Bryn Mawr College.)

Students majoring in this field will be required to take:

8 semester courses in Russian language and literature: 11-12, 21-22, 201, a 300 course chosen from 301, 302, 303, 304, in addition to the 100 course.

4 semester courses in Russian history and institutions: History 206 (History of Russia); Political Science 43 (The Soviet System).

Other related courses, including Russian 200 (Advanced Training in the Russian Language), and Russian 203, (Russian Literature in Translation) are recommended.

A comprehensive examination on the Russian language, a special period of Russian literature, and Russian history.

Requirements for Honors

Honors in Russian will be awarded on the basis of consistently high quality work in literature, and a research paper. High Honors will be awarded on the basis of further oral examination.

- 11-12. ELEMENTARY RUSSIAN—*Five periods a week.* Miss de Graaff.
Russian grammar, conversation, and reading. This course meets five times a week with corresponding reduction in outside preparation; three hours credit.
- 21-22. INTERMEDIATE RUSSIAN—*Four periods a week.* Mrs. Pearce.
Grammar review, reading in Russian classics and contemporary materials, conversation. Prerequisite: a grade of 70 or higher in Russian 12, or the equivalent.

Sociology and Anthropology

PROFESSOR IRA DE A. REID, *Chairman*

ASSOCIATE PROFESSOR A. PAUL HARE

THE CURRICULUM in Sociology and Anthropology is designed to develop the student's understanding of the social structure, the social process, and the social relationships of human societies. The subject matter deals with man, his groups, his organizations, and his communities. Courses are offered for those who would make these subjects their area of major interest as well as for those students who wish to study behavioral science methods or such specific subjects as populations, the family, small groups, and the urban community. Complementary and supplementary courses in Sociology and Anthropology are offered in conjunction with Bryn Mawr College.

Major Requirements

A major program in Sociology and Anthropology has a prerequisite of Sociology 11, 21, and 22. Students are advised to take these courses in their Freshman and Sophomore years. The program requires in addition the satisfactory completion of the following courses:

- a. Sociology 49, 81 or 82, 100.
- b. four additional courses in Sociology and/or Anthropology selected from the offerings below or from those at Bryn Mawr College.
- c. two courses selected from the Departments of Economics, Political Science, and Psychology, subject to the approval of the Major Supervisor.

Mathematics 17 is suggested but not required.

A comprehensive examination and a research paper designed to test the student's knowledge as well as his ability to integrate and utilize the subject matter of the behavioral sciences are required in the Senior year.

Students who wish to take a major program with primary emphasis on Anthropology should consult the Chairman of the Department.

Requirements for Honors

Candidates for Final Honors in Sociology and Anthropology will be required to maintain an average of 85 or over in their major courses, to complete two research papers, one during the Junior year, another during the Senior year, and to pass with distinction a comprehensive examination.

11. **INTRODUCTORY SOCIOLOGY**—Mr. Reid and Mr. Hare.

A basic course designed to acquaint the student with the essential points of view about human groups and their behavior, the more important information which sociologists have discovered about groups, the research procedures used, and the basic methods of the field.

12. **SOCIAL PSYCHOLOGY**—Mr. Perloe.

(See Psychology 12.)

21, 22. **SOCIAL RESEARCH**—Mr. Hare.

An analysis of classic and significant studies in the fields of social sciences with a view toward understanding the methods, tools, techniques, and hypotheses of social research. Studies will demonstrate the use of statistical, case, historical, and other research procedures. Sociology 22 will introduce principles and practices in computer analysis in the social sciences. Individual projects. Prerequisite: Sociology 11, or introductory courses in the other social sciences.

32. **COMMUNICATION, PROPAGANDA, AND ATTITUDE CHANGE**—Mr. Perloe.

(See Psychology 32.)

33. **POPULATION POLICIES AND PROBLEMS**—Mr. Reid.

(Also called Economics 33.)

A study of the restrictive, expansive and eugenic aspects of national population policies as they are related to demographic theory. Special reference is given to the problems of fertility and mortality, density, immigration, and food supply. Prerequisite: Sociology 11 and 21.

34. **TECHNOLOGY, EMPLOYMENT, AND LEISURE**—Mr. Teaf.

(See Economics 34.)

35. **THE SOCIOLOGY OF SMALL GROUPS**—Mr. Hare.

Theoretical and experimental analyses of the structure and interaction systems of small social groups. Special attention is given to the methodologies of sociometry and field theory and their relevance for economic, political, and social situation analysis. Prerequisite: Sociology 21.

37. **THE FAMILY**—Mr. Reid.

A study of the institutions designed to guarantee the perpetuation of the group and its cultural heritage in comparative societies. The course will analyze functions, forms and processes of the institutions of marriage and the family. Individual projects. Prerequisite: Sociology 11.

38. **THE MODERN URBAN COMMUNITY**—Mr. Reid.

A study of the social and spatial aspects of modern urban community organization as influenced by personal, technological, ecological, economic and political factors. Special attention is given to the problems and processes of planning. Individual projects. Prerequisite: Sociology 11 and 21.

Not offered in 1963-64.

40. RACE AND ETHNIC GROUPS IN THE MODERN WORLD—Mr. Reid.
An analysis of the secularization of the world's peoples and the contemporary "minorities" situations in the world; how these situations arise; how they are perpetuated. Special attention is given to theories and methods of analysis. Individual projects. Prerequisite: Sociology 11.
41. LABOR ECONOMICS AND LABOR RELATIONS—Mr. Teaf.
(See Economics 41.)
- 45b. SOCIAL DISORGANIZATION AND DEVIANT BEHAVIOR—Mr. Hare.
An analysis of the theories and problems of social disorganization as they relate to conformity and deviancy in human behavior. The course will be based on a series of specially designed case studies dealing with the situations and roles of the gambler and the speculator, the migrant and the vagrant, the sexual deviant, the alcoholic and the drunkard, the spectator and the performer, the delinquent and the criminal, the conscientious objector and the radical. Discussions, field trips, reports. Prerequisite: Permission of the instructor.
47. REGIONAL ANALYSIS—Mr. Smolensky.
(See Economics 47.)
49. SOCIAL THEORY—Mr. Schneider.
Analysis of the theoretical work of several classical and modern thinkers. (This course is given at Bryn Mawr College as Sociology 302a.)
52. ISSUES IN SOCIETY—Mr. Reid.
This seminar is designed to treat a sociological situation of current or potential importance, emphasizing the nature and problems of social fact, social values and the social process. This course may be repeated for credit. Prerequisite: Permission of the instructor.
- 81, 82. PROJECT AND READING COURSES—*Individual consultation; supervised independent reading and research*—Staff.

Research papers and reading courses on special topics based upon the individual interests of advanced students. Theses for majors in the Department may be written for credit in this course. Admission is subject to the consent of the Chairman. Required of all Sociology-Anthropology majors. Prerequisite: Permission of the Department.

Offerings in Anthropology at Bryn Mawr College

- ANTHROPOLOGY 101. MAN, CULTURE, AND SOCIETY—Miss De Laguna.
- ANTHROPOLOGY 203a. PRIMITIVE CULTURES—Miss Goodale.
- ANTHROPOLOGY 203b. PRIMITIVE SOCIETY—Miss Goodale.
- ANTHROPOLOGY 209b. THE AMERICAN INDIAN—Miss De Laguna.

Spanish

(see Romance Languages)

Arts and Service Program

THE FACULTY OF HAVERFORD COLLEGE adopted in the spring of 1947 a program designed to cultivate aesthetic perception, creative control of materials, a love of fine workmanship, and other important areas of learning and of experience, such as community service, which have usually been omitted from the liberal arts program. The Faculty feels that, though courses in these areas cannot properly be included in the academic curriculum, they are of no less importance in the development of personality than strictly intellectual work.

Every student is required to take nine terms (a "term" in this sense being approximately nine weeks in either the autumn, winter, or spring) of work which is not academic in nature. It is mandatory that six of these terms be taken in Physical Education: three in the Freshman year, two in the Sophomore year, and one in the Junior year. The remaining three terms may be devoted either to courses of the Department of Physical Education or to those of the Arts and Service Program described here.

In its non-academic work, the College insists on the same high quality of teaching which it demands in its academic courses. A distinction in the two types of work is needed not because one is thought to be less important than the other, but because in the opinion of the Faculty the two kinds of work are different and should not be equated.

COMMUNITY SERVICE—*Three hours a week.* Mr. Hetzel.

This course provides an opportunity for students to render service to, and participate in, the affairs of the community. Arrangements are made on an individual basis for scheduled and supervised activities such as Boy Scout leadership, work at the Main Line YMCA and at community centers in Philadelphia, the Philadelphia Tutorial Project, political party and election campaign activity, work for the Red Cross, the American Friends Service Committee, etc. Offered in the fall, winter, and spring terms.

COMPUTER USAGE—*Three hours a week.* Mrs. Johnson.

A course designed to acquaint students with digital computers, and the analysis and preparation of problems for computers. The Fortran language will be used. Each student will have the opportunity to program and run a problem on the IBM 1620. Examples will be drawn from scientific and business applications. Offered in the fall term. Limited to twelve students.

PROGRAMMING SYSTEMS FOR THE IBM 1620—*Three hours a week.* Mrs. Johnson.

This course is intended for students who plan to use the computer for class projects. The "Symbolic Programming System" of the IBM 1620 will be the main topic, although other systems will be discussed. Prerequisite: Computer Usage course, or permission of the instructor. Offered in the winter term. Limited to twelve students.

DATA PROCESSING MACHINES—*Three hours a week.* Mrs. Pugh.

A course to familiarize students with basic data processing machines. Each student will have opportunities to use the keypunch, sorter, reproducer, and the 402 accounting machine on problems drawn chiefly from business applications. Offered in the fall term. Limited to ten students.

MACHINE-TOOL WORK—*Three hours a week.* Mr. Wilson.

This course, designed for beginners, will include machine-tool work on the lathe, milling machine, shaper, and drill-press. Those who have sufficient skill will be permitted to use the scheduled period for approved projects of their own choice. Offered in the winter term. Limited to five students.

MODELING AND SCULPTURE—*Three hours a week.* Mr. Dioda.

A course open to beginners or advanced students. It includes composition, portrait, life, and some study of modern trends in sculpture. Students will use wet clay and pasteline, and will build directly in plaster. As artists have long been taught to read, so this course aims to teach academic students to see. Offered in the winter term.

MODERN IRON SCULPTURE—*Three hours a week.* Mr. Dioda.

A practical course using a spot welder to develop three dimensional free forms. Each student will make sketches and develop a composition, will use iron rods and thin-gauge sheet iron cut, shaped, and then welded together. Students will also discuss modern sculpture with the instructor. Offered in the fall term. Limited to six students.

MUSIC APPRECIATION—*Three hours a week.* Mr. Caselli.

Verdi; the simplicity of a genius. His life and works against the political background of nineteenth century Italy. Offered in the fall term.

PAINTING AND GRAPHIC ARTS—*Three hours a week.* Mr. Janschka.

The purpose of instruction in this course is to help the student in acquiring perception and skill in artistic creation and rendition through the media of drawing, printmaking, and painting. It will involve an investigation of the uses and potentialities of different techniques, employing still life, life models, and imagination. For the advanced student the stress is on picturemaking, but prior experience is not required. Offered in the fall and winter terms. Limited to twelve students each term.

PHOTOGRAPHY—*Three hours a week.* Mr. Wilson.

This is a course for beginners, and will include instruction in the use and characteristics of photographic equipment, the processing of films and papers, and the composition of subject material both indoors and outdoors. Offered in the fall term. Limited to four students.

RADIO COMMUNICATION—*Three hours a week.* Mr. Benham.

This course consists of projects in radio, such as instruction in the International Morse Code, a study of basic principles, or a construction project (the cost of materials to be borne by the student). It may serve as preparation for the amateur

license examination given by the Federal Communications Commission. Offered in the winter term. Admission with the consent of the instructor.

READING AND RECORDING FOR THE BLIND—*Three hours a week.* Mr. Benham and Mr. Butman.

This course offers the opportunity of reading to students at the Overbrook School for the Blind, or making tape recordings of short stories, novels, and poetry. Admission with the consent of the instructors. Offered in the winter term, but students wishing to enroll in this course should see Mr. Benham at the time of registration for the fall term.

THEATER ARTS—MOVEMENT ON THE STAGE—*Three hours a week.* Mr. Butman.

In this course the student is taught how to move on the stage, both in mime and regular acting. The purpose is mainly to overcome self-consciousness and to help the student in self-expression. Offered in the fall term.

THEATER ARTS—SPEAKING ON THE STAGE—*Three hours a week.* Mr. Butman.

A course in which the student is taught how to use his voice on the stage, both as a formal speaker and as an actor. Training is given in dramatic speaking, verse reading, and public speaking. Offered in the winter term.

WEEKEND WORKCAMPS—Mr. Hetzel and Mr. Richie.

Students electing this course will spend two weekends participating in the work of renovating houses in certain areas in Philadelphia, or in the Weekend Institutional Service Units of the American Friends Service Committee as volunteer workers in a psychiatric hospital. Consultations with expert social workers and discussion within the group will promote an interest in and an understanding of social problems. Offered in the fall and winter terms.

Student Government

THE STUDENTS' ASSOCIATION is made up of all undergraduates at Haverford College. The College Administration has delegated to the Students' Association—and the Association has accepted—the responsibility for nearly all aspects of student conduct and of student organizations on the campus. The main instrument for exercising this unusual degree of self-government is the Students' Council, composed of elected representatives from each class.

The Students' Council is both an executive and a judicial body. It handles all phases of the administration of regulations of the Students' Association. On the campus the Council manages extracurricular activities, exclusive of athletics, and allocates to each organization a percentage of the Student Activities Fees.

The presidency of the Students' Council is the most important undergraduate office at Haverford. The President represents the student body before the Board of Managers, the College Administration, and the Faculty. He serves both as liaison officer and as executive. He conveys to the College Administration the recommendations of the Students' Council in disciplinary matters.

Honor System

THE HONOR SYSTEM at Haverford is based on the belief that students can successfully take the responsibility of establishing and maintaining standards in social and academic life. In the academic area the Honor System stipulates that one should distinguish clearly between one's own work and material from any other source. Since examinations are not proctored at Haverford, suitable conduct is required by accepted code. In the social area the guiding principle is respect for women guests and for the College.

THE HONOR PLEDGE is called to the attention of each applicant for admission to Haverford College:

"I hereby accept the Haverford College Honor System, realizing that it is my responsibility to safeguard, uphold, and preserve each part of the Honor System and the attitude of personal and collective honor upon which it is based."

Specifically, each student who enters Haverford pledges himself to uphold three responsibilities under the Honor System: (1) to govern his own conduct according to the principles which have been adopted by the Students' Asso-

ciation; (2) in case of a breach of the Honor System to report himself to the Students' Council; (3) if he becomes aware of a violation by another student, to ask the offender to fulfill his pledge by reporting himself. If the offender refuses, the student is pledged to report the matter to the Students' Council. In this manner each individual becomes personally responsible for the successful operation of the entire Honor System.

There are several ways in which the Honor System contributes to the quality of student life at Haverford. There is educational value in considering carefully the factors which make standards necessary and in deciding as a group what standards and regulations are needed in a college. It follows that a large degree of self-government is made possible since students are willing to respect those standards which they themselves have set up. At the same time Haverford successfully meets its responsibility to the community by maintaining an acceptable level of conduct. With his privileges and responsibilities more clearly defined, a Haverford student enjoys a freedom which contributes to the atmosphere of integrity and mutual confidence that prevails at the College.

Each entering student must feel confident before selecting Haverford that he can give his active support to the Honor System. He should realize that its success, which is of great importance to him personally and to the whole student body, and indeed to the College itself, depends upon his willingness to give it his complete support.

Student Committees

The constitution of the Students' Association provides for the following committees to be appointed by the Students' Council:

THE HONOR SYSTEM COMMITTEE is responsible for introducing the Honor System to incoming students. It also makes periodic evaluations of how the System works.

THE STUDENT CURRICULUM COMMITTEE investigates and suggests possible changes in the program of study of the College.

THE CUSTOMS COMMITTEE is in charge of introducing the Freshmen to the College in September.

THE RULES COMMITTEE is an advisory committee on legal and procedural matters of Student Government and continually evaluates and suggests changes in the Constitution.

THE MEETING COMMITTEE is responsible for introducing Friends Meeting to new students. It aids the Administration and Faculty in attempts to make Meeting as valuable an experience as possible.

THE DORMITORY COMMITTEE works with the Dean of Students in matters pertaining to dormitory living.

Various other committees are appointed by the Students' Council according to existing needs.

Student Organizations

THE CAUCUS CLUB is an organization of men interested in political, economic and sociological affairs. It includes as subsidiary groups a chapter of the Intercollegiate Conference on Government and the Political Forum which is responsible for bringing speakers on current affairs in these fields to the campus.

THE INTERNATIONAL CLUB, founded in 1954 by an exchange student, offers opportunities for Haverford students to become acquainted with customs in foreign countries.

THE W. W. COMFORT DEBATING SOCIETY elects to membership men who have shown a consistent interest in debating, and who have represented the College on more than one occasion.

THE DRAMA CLUB, in conjunction with the Bryn Mawr College Theater, produces on the average three major plays a year, alternating between the Bryn Mawr and Haverford stages. The workshop of the Club, with lectures and discussions on all vital aspects of play production, is open to all regardless of previous experience.

THE HAVERFORD COLLEGE GLEE CLUB, the chief musical organization of the College, is open to all students who have a love of music and enjoy singing. A schedule of trips and joint concerts with choruses of the principal women's colleges is planned each year, often including a concert tour during Spring vacation. The Club presents major choral works as well as numbers for male voices. Rehearsals are held twice weekly.

THE HAVERFORD COLLEGE OCTET (popular singing) and the HEINRICH SCHÜTZ SINGERS (mixed chamber chorus of Haverford and Bryn Mawr students) are open to qualified singers who are members of the College Glee Club.

THE ORCHESTRA is a combined enterprise with Bryn Mawr College. All students playing orchestral instruments are invited to get in touch with the Director, Dr. William Reese. Concerts of orchestral music are presented during the year and the Orchestra often participates with the Glee Club in the performance of major choral works.

Smaller ensemble groups for chamber music are fostered at both colleges. There is opportunity for instrumental study with noted teachers at nearby music institutions.

THE RADIO CLUB operates the College radio station, WHRC. Members of the club arrange programs, operate the station, and build or buy necessary

equipment. The studios are located in the third floor of the Union Building.

THE VARSITY CLUB of Haverford College, organized in 1936, is composed of undergraduates who have won varsity letters. Its purpose is to advance the interests and ideals of the College through athletics.

THE ARTS COUNCIL is an organization whose purpose is to encourage interest and participation in the arts. To carry out this aim the Council sponsors recitals, readings, lectures on the arts, and other events of this nature on the campus. Membership is open to anyone who is interested in this area of activity.

DEPARTMENTAL CLUBS. There are at Haverford various departmental groups which arrange for outside speakers, hold discussion sessions, sponsor demonstrations, plays, and social gatherings. Among these are the French Club, German Club, Spanish Club, Philosophy Club, Psychology Club, the Mathematics Club, Biology Club, and Chemistry Club.

Joint Faculty and Student Groups

THE COMMITTEE ON STUDENT AFFAIRS is a joint committee made up of members of the administration and undergraduates. It is responsible for setting policy and for arranging the calendar for social events, athletics, and extra-curricular activities. The budgets of all recognized student organizations must be submitted to it for approval.

THE CAMPUS CLUB is an association of graduates, faculty members, undergraduates, and friends of the College who are interested in maintaining and increasing the beauty of the College campus.

Student Publications

THE HAVERFORD NEWS is a weekly newspaper, published on Fridays, during the college year, by undergraduates. There are opportunities for all interested men on both editorial and business staffs.

THE HAVERFORD COLLEGE HANDBOOK is published each fall under the auspices of the Students' Council. It contains information particularly valuable to new students.

THE RECORD is published annually by the Senior class, with the financial support of the Students' Association. It includes a record of the year, with particular emphasis upon the activities of the graduating class.

THE HAVERFORD REVUE is a magazine devoted to student literary efforts. It is published approximately twice a year.

Health Program

THE HAVERFORD COLLEGE HEALTH PROGRAM is under the direction of the College Physician, who holds office hours at the Infirmary at stated hours

and is available in any emergency. Also available to all College students by appointment at the College Infirmary, is a qualified Psychiatrist. The advice and help of expert medical consultants may be obtained readily at the Bryn Mawr Hospital. When necessary, additional consultants are obtained from one of the University Hospitals in Philadelphia. The College Nurse is on duty at the Infirmary at all times.

Each student is required to have a complete physical examination by his own physician before entering the College and each year before returning to campus. Follow-up examinations are given when indicated by the College physician. Influenza Vaccine is recommended and given to the entire student body each year, at no additional cost to the student. Immunization against smallpox, tetanus, poliomyelitis, and typhoid fever is required before entering the College. Pre-entrance chest x-ray examination is strongly recommended.

Each student is entitled to unlimited dispensary service, at stated hours, and first-aid service at any time.

In case of illness, each student is entitled to two weeks of residence in the Morris Infirmary each semester, ordinary medicine, diagnostic laboratory work, and x-rays needed for diagnosis, and the services of the College physician and resident nurse.

Students will be charged \$5.00 a day for residence in the Infirmary after their first two weeks. Day students will be charged for board in addition, while in the Infirmary.

Each student is also covered by a blanket accident policy which pays actual expenses resulting from any accident up to a limit of \$1000.00 for each accident. The expenses covered include x-rays, medicine, surgical appliances, hospital bills, nursing care, physician's fee, surgeon's fee, and also dentist bills for repair or replacement of natural teeth as a result of an accident, subject to the approval of the College physician. The coverage is in force from 12:01 A.M. Standard Time three days before the date when registration of entering students begins until midnight three days after Commencement Day.

All of these services and benefits are covered by the Unit Fee which is paid by all students (see page 27).

The Infirmary, presented by John T. Morris, '67, contains ten beds, a surgical room, an isolation ward for contagious diseases, its own kitchen, and accommodations for a resident nurse. Every provision has been made for medical and surgical treatment of all cases among students during the college year. The danger of infection through illness in the college dormitories is thus minimized.

Library, Laboratories, and Other

Academic Facilities

The Library

THE HAVERFORD COLLEGE LIBRARY is planned and developed with the primary purpose of providing the intellectual resources of books, periodicals, and pamphlets needed to sustain the work of the academic curriculum. Most of the volumes have been selected by the teaching faculty, and, with the exception of some special collections described below, the books and periodicals are all on open shelves and readily accessible for over one hundred hours a week during the college year. In the administration of the Library, the aim is to bring the resources of the book collection as effectively as possible into the academic life of the College.

Beyond this primary purpose, the Library seeks through several collections to provide opportunities for independent research in certain fields. Most notable of such collections is the Quaker Collection, which attracts many visiting scholars each year. The Government Depository and International Documents Collections provide extensive resources for independent study in the social sciences, and there are further collections of autograph material, orientalia, and particularly of Renaissance literature offering similar research opportunities in other fields.

The Haverford Library contains about 225,000 volumes, and receives about 1150 periodicals and serials. Though designed especially for the use of students and faculty of the College, the Library welcomes outside readers who wish to consult the books, and, under certain restrictions, may grant them special borrowing privileges. The Library is open on weekdays from 8:00 A.M. to midnight, and on Sundays from 1:00 P.M. to midnight. (Treasure Room: Weekdays—9:00 - 5:00; Sundays—9:00 - 12:00). Special hours are arranged for vacation periods.

The Library building, the first portion of which (the present north wing) was built in 1863, has grown by five successive additions. In December 1952 the original north wing was renovated in memory of William Pyle Philips, and now forms a bright and comfortable room for quiet study. There are also four special reading rooms in the building:

THE GUMMERE-MORLEY MEMORIAL READING ROOM, decorated and equipped by the Class of 1892, provides a reading and browsing room for Haverford students.

THE MICROMATERIALS READING ROOM, equipped with microfilm and microprint readers and a microfilm file of *The New York Times* from 1930 to the present.

THE RUFUS M. JONES STUDY, a replica of Rufus Jones' own study, with his own books and furniture, is used for seminar classes in philosophy as well as for quiet reading.

THE TREASURE ROOM, provided through the generosity of Morris E. Leeds of the Class of 1888, contains the Quaker Collection as well as other rare books and special collections.

Special Collections

THE QUAKER COLLECTION, containing approximately 21,000 books and 47,000 manuscripts, maps and pictures of interest to the Society of Friends, provides a repository for Quaker literature in the United States, and makes Haverford a vital center for the study of the history and philosophy of Quakerism. The unique nucleus of the library is *The William H. Jenks Collection of Friends' Tracts*, mostly of the seventeenth century, which numbers about 1500 separately bound titles.

THE RUFUS M. JONES COLLECTION ON MYSTICISM contains almost a thousand books and pamphlets from the fifteenth century to the present day.

THE TOBIAS COLLECTION OF THE WRITINGS OF RUFUS M. JONES is practically complete. It consists of 168 separate volumes and 16 boxes of pamphlets and extracts.

THE CHARLES ROBERTS AUTOGRAPH COLLECTION contains more than 20,000 items, embracing autographs of the signers of the Declaration of Independence, authors, statesmen, scientists, ecclesiastics, and monarchs, and also several series of valuable papers on religious and political history.

FRENCH DRAMA OF THE ROMANTIC PERIOD, a collection of several hundred popular plays produced in Paris between 1790 and 1850. The collection was presented to the College by William Maul Measey.

THE CHRISTOPHER MORLEY COLLECTION OF AUTOGRAPHED LETTERS comprises about 200 letters and memoranda selected by Mr. Morley from his correspondence files. Over one hundred contemporary authors are represented.

THE WILLIAM PYLE PHILIPS COLLECTION contains rare books and manuscripts, mostly of the Renaissance period. Among the treasures of this collection are first editions of Dante, Copernicus, Spenser, the King James Bible, Milton, Newton, and the four folios of Shakespeare.

THE HARRIS COLLECTION OF ANCIENT AND ORIENTAL MANUSCRIPTS contains over sixty Hebrew, Latin, Arabic, Syriac, and Ethiopian rolls and codices collected by J. Rendel Harris.

Affiliations

Haverford maintains a cooperative arrangement with Bryn Mawr and Swarthmore whereby the facilities of the libraries of all three colleges are open to the faculty and students of each of the colleges.

THE PHILADELPHIA BIBLIOGRAPHICAL CENTER AND UNION LIBRARY CATALOGUE, the largest regional cooperative catalogue in America, enables users of the Haverford Library to locate books in over one hundred and seventy libraries of the Philadelphia area.

THE LIBRARY ASSOCIATES is an organization of graduates and friends of the College, devoted to increasing the usefulness of the Library. It serves to bring the facilities of the Library to wider notice and to make them available to the whole Haverford community; to encourage the making of gifts to the Library; and to aid in the use of the Library for exhibition purposes. Also, it sponsors occasional talks on Sunday afternoons on matters of interest to friends of the Library. Inquiries should be addressed to The Library, Haverford College.

Scientific Laboratories

THE WILLIAM J. STRAWBRIDGE MEMORIAL OBSERVATORY is equipped with three equatorially mounted telescopes, a 10-inch and a 4½-inch refractor, and a 6-inch reflector; a reflecting telescope with 8-inch mirror and altazimuth mounting; a meridian circle telescope of 3¾-inch aperture; a zenith telescope of 2¼-inch aperture; a spectrohelioscope; an astrographic mounting provided with two 4-inch Ross lenses and a 4-inch guiding telescope; sidereal clocks, a chronograph, and other instruments. The astronomical library is housed in the Observatory.

A new CHEMISTRY-MATHEMATICS-PHYSICS BUILDING opens for use in the fall of 1963. One wing of this building contains an auditorium seating 205 persons and a Science Library with space for about 20,000 volumes and many current periodicals. The main part of this four-story structure

contains classrooms and seminar rooms, laboratories, faculty offices, and research laboratories for faculty and students, adequate for the needs of the Departments of Chemistry, Mathematics, and Physics.

During the academic year 1963-64 the work of the Departments of Biology and Psychology, normally carried out in SHARPLESS HALL, will be done in the former LYMAN BEECHER HALL CHEMISTRY LABORATORY, while Sharpless Hall is being rebuilt for their use. When this reconstruction is completed, these two departments will have facilities equal in quality to those of the Departments of Chemistry, Mathematics, and Physics in the new Science building. The Lyman Beecher Hall Chemistry Laboratory will then be reconstructed with classroom and office space for departments in the divisions of Social Sciences and Humanities.

THE HILLES LABORATORY OF APPLIED SCIENCE houses the Engineering Department. It contains classrooms, drawing rooms, a departmental library, shops, and mechanical and electrical laboratories.

Exceptional facilities for observing the practical side of the work are offered by the many manufacturing companies in and near Philadelphia and frequent inspection trips are made.

THE HAVERFORD-BRYN MAWR COMPUTING CENTER is housed in Hilles Laboratory. The Center contains an IBM 1620 computer with card input and output. The computer has a 60,000 decimal digit memory with an access time of 20 microseconds. Its speed is 1800 five-digit additions or 200 five-digit multiplications per second. The Center has in addition several key punches, a sorter, a reproducer, and a tabulator.

Art Collection

A permanent art collection, including paintings and drawings by Homer, Inness, Pintorricchio, Sargent, and Whistler, is displayed in the Library.

Temporary exhibitions of paintings, drawings, and photographs are held from time to time at the College.

Framed reproductions of outstanding paintings and a few originals are available for loan to students at the beginning of each semester.

Music

In addition to a considerable collection of music scores, including the complete works of several composers, the special equipment of the Music Department consists of several pianos and a collection of scores, books, and phono-

graph records presented in 1933 by the Carnegie Corporation. This record collection has served as the basis for further acquisitions which are used for teaching and study purposes.

THE HENRY S. DRINKER MUSIC CENTER, located in the former home of William Wistar Comfort, provides offices, classrooms, and practice facilities for the Music Department, and houses the College's record collection and music library.

The larger concerts are held in Roberts Hall where a Steinway Grand and a Schlicker portable pipe organ are at the disposal of artists.

THE HAVERFORD COLLEGE FRIENDS OF MUSIC is an association of friends and neighbors of the College and faculty members, who, in cooperation with the Music Department, arrange a series of chamber music concerts which are held three or four times a year on Sunday afternoons in the Common Room.

Campus

THE ARBORETUM AND THE WOOLMAN WALK, the latter the gift of the late Edward Woolman, '93, contain a wide variety of woody plants, both indigenous and exotic, thus permitting direct observation and study by students of the natural sciences.

THE MARY NEWLIN SMITH MEMORIAL GARDEN, which adjoins the south side of the Library, while primarily developed as a decorative feature, contains a wealth of flowering shrubs of interest to the botanist.

Fellowships, Prizes and Honors

Fellowships

THE CLEMENTINE COPE FELLOWSHIP was established in 1899. The income is applied to "assisting worthy and promising graduates of Haverford College in continuing their studies at Haverford or at some other institute, in this country or abroad, approved by the Board of Managers. Candidates shall be nominated by the College Faculty to the Board of Managers."

The Faculty will nominate a First Cope Fellow and a Second Cope Fellow whose individual stipends, not to exceed \$1,000, will be determined by the Board.

A letter of application for the Clementine Cope Fellowship must be in the hands of the President not later than March 1, accompanied by whatever statement of extracurricular activities the candidate considers relevant.

Prizes

(All prizes awarded in books are marked with appropriate bookplates. As soon as possible after the award a list of standard books from which selection is to be made should be submitted for approval to the head of the department awarding the prize.)

ALUMNI PRIZE FOR COMPOSITION AND ORATORY.—A prize of \$50.00 was established by the Alumni Association in 1875 to be awarded annually for excellence in composition and oratory. Competition is open to Freshmen and Sophomores, but the same man may not receive the prize twice. The competition for this prize is administered by the Department of English.

JOHN B. GARRETT PRIZES FOR SYSTEMATIC READING.—A first prize of \$150.00 and a second prize of \$75.00 will be given at the end of the Sophomore, Junior or Senior year to the two students who, besides creditably pursuing their regular course of study, shall have carried on the most profitable program of reading in a comprehensive topic during a full college year.

Candidates for these prizes must register with the chairman of the department under whose supervision the work will be performed. The department is responsible for guiding the work and reporting the achievement to the Committee on Honors, Fellowships and Prizes for final judgment. Either or both of these prizes may be omitted if, in the judgment of the Committee, the work does not justify an award.

Interested students should apply directly to a relevant department for information.

THE CLASS OF 1896 PRIZES IN LATIN AND MATHEMATICS.—Two prizes of \$10.00 each, in books, to be known as "The Class of 1896 Prizes in Latin and Mathematics," were established by the bequest of Paul D. I. Maier of the Class of 1896. They are awarded at the end of the Sophomore year to the students who have done the best work in the departments concerned.

THE LYMAN BEECHER HALL PRIZE IN CHEMISTRY.—A prize of \$100.00 was established by the Class of 1898 on the twenty-fifth anniversary of its graduation, in honor of Lyman Beecher Hall, Professor of Chemistry at Haverford College from 1880 to 1917.

This prize may be awarded to a student who has attained a high degree of proficiency in Chemistry and who shows promise of contributing substantially to the advancement of that science. It may be awarded to a Junior, to a Senior, or to a graduate of Haverford College within three years after graduation. It may be awarded more than once to the same student, or it may be withheld.

THE CLASS OF 1902 PRIZE IN LATIN.—A prize of \$10.00 in books, is offered annually by the Class of 1902 to the Freshman whose work in Latin, in recitation and examinations combined, shall be the most satisfactory. At the discretion of the professor in charge of the Department, this prize may be omitted in any year.

THE DEPARTMENT PRIZE IN MATHEMATICS.—A first prize of \$30.00 and a second prize of \$20.00 are awarded on the basis of a three hour examination on selected topics in Freshman Mathematics. The examination is held annually on the first Monday after the Spring Recess, and is open to Freshmen only.

ELLISTON P. MORRIS AND ELIZABETH P. SMITH PEACE PRIZES.—These have been combined into a single competition offering three awards of \$200.00, \$100.00 and \$50.00 respectively. It is open to all undergraduates and to graduate students.

The prizes are awarded for the best essays bearing on the general topic of "Means of Achieving International Peace." Essays should be deposited with the Registrar before May 1. The judges shall be appointed by the President of the College.

Prizes will not be awarded if, in the opinion of the judges, a sufficiently high standard of merit has not been attained.

PRIZES IN PHILOSOPHY AND BIBLICAL LITERATURE.—A prize of \$40.00 and a second prize of \$25.00, in books, are offered annually to the students who, in the judgment of the professor in charge, do the most satisfactory outside reading in Philosophy in connection with the courses in that Department.

A prize of \$40.00 and a second prize of \$25.00, in books, are offered annually to the students who, in the judgment of the professor in charge, do the most satisfactory reading on the Bible and related subjects.

THE SCHOLARSHIP IMPROVEMENT PRIZES.—A first prize of \$50.00 and a second prize of \$45.00 are awarded at the end of the Senior year to the two students who, in the opinion of the judges appointed by the President of the College, show the most steady and marked improvement in scholarship during their college course.

THE FOUNDERS CLUB PRIZE.—A prize of \$25.00 is offered and awarded annually by the Founders Club to the Freshman who is judged to have shown the best attitude toward college activities and scholastic work.

THE S. P. LIPPINCOTT PRIZE IN HISTORY.—A prize of \$100.00 is offered annually for competition in the Department of History under the following general provisions:

First—Competition is open to Sophomores, Juniors, and Seniors who have taken or are taking work in the Department of History.

Second—The prize shall not be awarded twice to the same student.

Third—The prize may be withheld in any year if, in the opinion of the judges, a sufficiently high standard of merit has not been attained.

Fourth—An essay of not less than 5,000 words, written in connection with course or Honors work in History, or independently of course work, treating a subject selected with the approval of a member of the History Department, shall be submitted as evidence of scholarly ability in the collection and presentation of historical material. It shall be typewritten and deposited with the Registrar before May 1.

THE NEWTON PRIZE IN ENGLISH LITERATURE.—A prize of \$50.00 established by A. Edward Newton may be awarded annually on the basis of Final Honors in English, provided that the work of the leading candidate, in the judgment of the English Department, merits this award.

THE WILLIAM ELLIS SCULL PRIZE.—A prize of \$50.00, established in 1929 by William Ellis Scull, '83, is awarded annually to the upperclassman who shall have shown "the greatest achievement in voice and in the articulation of the English language." This prize is administered by the Department of English.

THE GEORGE PEIRCE PRIZE IN CHEMISTRY OR MATHEMATICS.—A prize of \$50.00 in memory of Dr. George Peirce, '03, is offered annually to a student of Chemistry or Mathematics "who has shown marked proficiency in either or both of these studies and who intends to follow a profession which calls for such preparation. Preference is to be given to a student who has elected organic chemistry, and failing such a student, to one who has elected Mathematics or some branch of Chemistry other than organic. Should there be two students of equal promise, the one who is proficient in Greek shall be given preference." The prize is offered, however, exclusively for students who have expressed the intention of engaging in research.

EDMUND J. LEE MEMORIAL AWARD.—Classmates of Edmund Jennings Lee, '42, who lost his life in the service of his country, have established in his memory a fund, the income for which is to be given annually to that "recognized undergraduate organization which has contributed most toward the furtherance of academic pursuits, extracurricular activities, spiritual growth, or college spirit in individuals or in the College as a whole during the year. The Award is to be used in continuing to render such service."

THE WILLIAM W. BAKER PRIZE IN GREEK.—A prize of \$25.00 in books, established in 1954 in memory of William W. Baker, Professor of Greek at Haverford College from 1904 to 1917, is given "in the study of Greek," and is administered by the Classics Department.

THE KURZMAN PRIZE IN POLITICAL SCIENCE.—A prize of \$125, established in 1958 by Harold P. Kurzman, is awarded annually for the senior who has performed best and most creatively in political science, except when in the judgment of the department no student has done work of sufficient merit to warrant such award.

THE HAMILTON WATCH AWARD.—A Hamilton watch is awarded to that Senior, majoring in one of the Natural Sciences, Mathematics, or Engineering who has most successfully combined proficiency in his major field of study with achievements, either academic or extracurricular or both, in the Social Sciences or Humanities.

THE JOHN G. WALLACE CLASS NIGHT AWARD.—A silver cup to be awarded annually to the Best Actor in the Class Night performances.

PRIZE FOR EXCELLENCE IN THE FRENCH LANGUAGE.—The French Department will recommend to the Committee on Honors, Fellowships and Prizes the names of two students in French 13-14 who, in its opinion, are worthy of the award of a full scholarship to the Summer in Avignon Program of Bryn Mawr College (covering all but transportation). These two scholarships will be awarded by Vice President MacIntosh, upon approval of the Committee and acceptance of the applicant by Bryn Mawr College, as the First and Second Prize for Excellence in the French Language.

Honor Societies

PHI BETA KAPPA.—The Haverford College Chapter of the Phi Beta Kappa Society of America was chartered in 1898 as Zeta of Pennsylvania. Election of members-in-course, Alumni members, and Honorary members, based upon scholarly attainment and distinction, takes place at the end of the academic year. *President:* Raymond T. Ohl, '21; *Vice-President,* John F. Gummere, '22; *Secretary,* Harry W. Pfund, '22; *Treasurer,* Holland Hunter, '43.

FOUNDERS CLUB.—The Founders Club was established in 1914 as a Haverford organization of students, alumni, and Faculty. Election to its membership is recognition of a sound academic record combined with noteworthy participation in extra-curricular activities. Undergraduate elections are usually limited to the Junior and Senior classes. *President:* Arthur W. Leibold, '53; *Vice-President,* George E. Ruff, '49; *Treasurer,* Stephen R. Miller, '49; *Secretary,* David L. Yaffe, '64.

Honorable Mention

Honorable Mention in a single year course will be awarded at the end of the Freshman or Sophomore year, or at the end of the Junior or Senior year in any course outside a student's major field, for acceptable work in that course and additional work in the total amount of not less than seventy-five hours. Candidates for Honorable Mention must obtain a minimum average of 85 in the regular work of the year course and may be required to pass an examination on the additional work. Two courses of one semester each in the same department may be construed as a single course.

A student who has received the prescribed grade in the regular work of a course required for Honorable Mention, but who has not done the addi-

tional work required in connection with that course, may do so with the consent of the professor in charge during the succeeding year.

Final Honors

Final Honors are awarded to students who have undertaken and carried through academic work of high quality. Final honors are of two kinds, those awarded by departments and those awarded by the College.

A student who is considered to have the requisite ability is invited by his department to become an honors candidate as early as possible in the course of his major work. The exact nature of departmental honors work and the criteria used in judging it are listed in the departmental statements in this Catalog. For honors the work in the department must be considerably superior to that required for graduation. The student must demonstrate his competence, insight and commitment to his field of interest.

Individual departments may award *honors* to students whose departmental work has been of high quality and *high honors* to those who have demonstrated both high quality and originality, indicating an unusual degree of competence.

Students who have been awarded department honors may be invited by the Committee on Honors, Fellowships and Prizes to stand for College honors: *magna cum laude* or *summa cum laude*. *Magna cum laude* indicates that a student has understood to a superior degree the significant relations between the area of his own specialized competence and his College work as a whole. *Summa cum laude* indicates an even more outstanding achievement. *Magna cum laude* and *summa cum laude* are awarded by the faculty on recommendation of the committee.

The Committee on Honors, Fellowships and Prizes will fix the minimum academic standards and procedures acceptable in any year for *magna cum laude* and *summa cum laude* and may require oral and/or written examinations or essays.

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* Absent on leave, 1963-64.

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HAVERFORD COLLEGE BULLETIN



1963—1964

HAVERFORD, PENNSYLVANIA

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Calendar

1963-1964

New students arrive	Tues., Sept. 17
Registration of all new students	Thurs., Fri., Sept. 19, 20
Returning students arrive, beginning in afternoon	Sat., Sept. 21
Beginning of College year with Collection 11 A.M.	Mon., Sept. 23
First Semester classes begin 1:30 P.M.	Mon., Sept. 23
Swarthmore Day (no classes)	Sat., Nov. 23
Thanksgiving Vacation begins 1 P.M.	Wed., Nov. 27
ends 8 A.M.	Mon., Dec. 2
Registration for Spring Term	Week of Dec. 2
Students confer with Advisors	Mon., Tues., Wed., Dec. 2, 3, 4
Registration cards due in Registrar's Office	Thurs., Fri., Dec. 5, 6
Christmas Vacation begins 1 P.M.	Thurs., Dec. 19
ends 8 A.M.	Mon., Jan. 6
Mid-Year Examination Schedules due in Registrar's Office	Tues., Wed., Jan. 7, 8
First Semester classes end 12 noon	Sat., Jan. 18
All papers assigned must be turned in by 4 P.M. on this date.*	
Mid-Year Examinations*	Tues., Jan. 21 thru Wed., Jan. 29
Second Semester classes begin 8 A.M.	Wed., Feb. 5
Spring Vacation begins 4 P.M.	Thurs., Mar. 26
ends 8 A.M.	Mon., Apr. 6
Application for Scholarships due in Admissions Office	Wed., Apr. 15
Major Registration cards for Sophomores	
must be filed by 4 P.M. in Dean's Office	Wed., Apr. 15
Registration for Fall Term	Week of Apr. 27
Students confer with advisors	Mon., Tues., Wed., Apr. 27, 28, 29
Registration cards due in Registrar's Office	Thurs., Fri., Apr. 30, May 1
Manuscripts in competition for Prizes must be filed	
in the Registrar's Office by 4 P.M.	Fri., May 1
Final Examination Schedules due in Registrar's Office	Wed., Thurs., May 6, 7
Second Semester classes end 10 P.M.	Tues., May 19
All papers assigned must be turned in by 4 P.M. on this date.*	
Senior Comprehensive Examinations	Thurs., Fri., Sat., Mon., May 21, 22, 23, 25
Final Examinations*	Thurs., May 21 thru Mon., June 1
Oral Examinations for College Honors	Thurs., Fri., Sat., May 28, 29, 30
COMMENCEMENT	Fri., June 5

* If a paper is assigned *in place of* the final examination in a course, the date by which it is due may be set by the instructor not later than 4 P.M. on Monday, January 27th, for First Semester, or Friday, May 29th, for Second Semester. *Laboratory notebooks* must be turned in not later than these same dates. Late papers or notebooks will receive *no credit* unless arrangements have been made *in advance* with the instructor in the course and the Dean.

1963

	S	M	T	W	T	F	S		S	M	T	W	T	F	S
Sept.	1	2	3	4	5	6	7	Nov.						1	2
	8	9	10	11	12	13	14		3	4	5	6	7	8	9
	15	16	17	18	19	20	21		10	11	12	13	14	15	16
	22	23	24	25	26	27	28		17	18	19	20	21	22	23
	29	30							24	25	26	27	28	29	30
Oct.			1	2	3	4	5	Dec.	1	2	3	4	5	6	7
	6	7	8	9	10	11	12		8	9	10	11	12	13	14
	13	14	15	16	17	18	19		15	16	17	18	19	20	21
	20	21	22	23	24	25	26		22	23	24	25	26	27	28
	27	28	29	30	31				29	30	31				

1964

	S	M	T	W	T	F	S		S	M	T	W	T	F	S
Jan.				1	2	3	4	Apr.				1	2	3	4
	5	6	7	8	9	10	11		5	6	7	8	9	10	11
	12	13	14	15	16	17	18		12	13	14	15	16	17	18
	19	20	21	22	23	24	25		19	20	21	22	23	24	25
	26	27	28	29	30	31			26	27	28	29	30		
Feb.							1	May						1	2
	2	3	4	5	6	7	8		3	4	5	6	7	8	9
	9	10	11	12	13	14	15		10	11	12	13	14	15	16
	16	17	18	19	20	21	22		17	18	19	20	21	22	23
	23	24	25	26	27	28	29		24	25	26	27	28	29	30
Mar.	1	2	3	4	5	6	7	June		1	2	3	4	5	6
	8	9	10	11	12	13	14		7	8	9	10	11	12	13
	15	16	17	18	19	20	21		14	15	16	17	18	19	20
	22	23	24	25	26	27	28		21	22	23	24	25	26	27
	29	30	31						28	29	30				

College days in heavy-face type.

OFFICESEXTENSION

Accounting.....	284
Admissions.....	243 or 244
Alumni.....	307
Athletic Director.....	317
Bookstore.....	278
Carpenter Shop.....	304
Counsellor.....	247
Comptroller/Business Manager.....	282 or 283
Coop/Snack Bar.....	279
Dean of the College.....	248
Dean of Students.....	313
Development.....	300
Faculty Secretary.....	287
Guest Room 24.....	303
Guest Room 32.....	308
Housekeeper.....	305
IBM Computing Center.....	226
Infirmary.....	228
Information.....	336
Kitchen.....	219
Library Circulation Desk.....	234
Library Reference Desk.....	321
Library Staff Office.....	235
Library Treasure Room.....	332
Mail Room.....	276
President.....	241 or 242
Receptionist.....	285
Registrar.....	246
Residence Halls.....	214 or 218
Roberts, Ellis W., Skilled Foreman.....	304
Science Faculty Secretary.....	269
Science Library.....	271
Service Area.....	220
Volkert, Walter, Grounds Foreman.....	220

NIGHT SERVICE

All internal calls may be completed at the time when the Business Office is closed, in the same manner as when the operator is on duty, except the calls to and from telephones connected for night service. In order to call any one of the offices listed below, dial the Midway number listed, using a telephone which is connected with a central office of the Bell Telephone Company.

When night connection is in effect, it is not necessary for users of the extensions listed below to dial '0' in order to place an outgoing call. It is sufficient only to lift the receiver, listen for the dial tone and dial the desired number. Telephone calls placed in the above manner should be reported to the operator during regular hours, for accounting purposes.

NIGHT LINES

When there is no operator on duty, use the following telephone numbers:

Walter Baker, Vice President, Development.....		Midway	2-0340
Hugh Borton, President.....	(242)	Midway	2-7307
Virginia Kline, Registrar.....	(246)	Midway	9-9601
Bertha Kratz, Nurse.....	(228)	Midway	2-3133
Archibald MacIntosh, Vice President, Admissions.....	(244)	Midway	2-5704
Miriam Nugent, Director of Food and Housing.....	(214)	Midway	9-9606
Roy Randall, Gymnasium.....	(316)	Midway	9-9602
Ruth Reese, Library.....	(322)	Midway	9-9601
E. W. Roberts, Maintenance and Operation.....	(304)	Midway	9-9600
Walter Volkert, Maintenance and Operation.....	(220)	Midway	9-9600
Robert Walter, Chemistry.....	(256)	Midway	9-9602
Guest Room 24.....	(303)	Midway	9-9607
Guest Room 32.....	(308)	Midway	9-9608

PAY TELEPHONES

BARCLAY - 1st Floor.....	Midway 2-9524
BARCLAY - 3rd Floor.....	Midway 2-9506
DRINKER MUSIC CENTER.....	Midway 2-9521
FIELD HOUSE.....	Midway 9-9730
FOUNDERS HALL.....	Midway 2-9460
FRENCH HOUSE.....	Midway 2-9613
KITCHEN.....	Midway 2-9544
POWER HOUSE.....	Midway 2-9540
SCIENCE BUILDING.....	Midway 2-9591
SCULL HOUSE.....	Midway 2-9516
UNION BUILDING.....	Midway 2-9514
WILLIAMS HOUSE.....	Midway 2-9428

OPERATIONS PERSONNEL

Skilled

Ellis W. Roberts,
Foreman
Samuel Brokus
Philip Daly
Vincenzo Di Santo
Roy Hargis
Arthur Kulp
Starling McCoury
Joseph Pezzetta
Charles M. Roberts
Joseph W. Tenaglio

Steam Plant

Leonard Bezdziecki
Lewis Scott

Mail Room

William Carter
Thomas Cavanaugh
Howard Wilson

Grounds

Walter Volkert,
Foreman
William T. Alphin
Nicholas Caniglia
Thomas Capuzzi
Louis Coursey
Harry East
Carmen Ianieri
George Kutzner
Julius Latney
Perry McDaniel
William Pancoast
Matteo Petrillo
Camillo Porreca
Albert Spencer

Infirmery

Matthew Smith

OPERATIONS PERSONNEL

Department of Residence Halls

Miriam R. Nugent, Director of Residence Halls.

Irene Sopocko,
Supervisor

Stanislaw Jaxa-Debicki,
Housekeeper

Joseph Banks
Roy Bell, Sr.
Roy Bell, Jr.
William Curtis
Alfred Dunton
Andrew Hudson
Joseph Jones
John Latney
Lloyd Melton
William Newton
Samuel Nottingham
Hammett Puryear
James Reid
Randolph Satchell
Samuel Simpkins
Alfred Tazewell
Dock Young
Earl Wescott

James Brinkley
Thomas Burns
Agathie Calvarese
Tommaso Colanero
Robert Crabbe
John Davis
Louis Del Giudice
Ida Di Martino
John Elliot
Thomas Gagliardi
John House
Harry Laing
Samuel Lake
Antonetta Mancini
Giovanni Martone
Antonetta Piacere
Thomas Ragland
George Razionale
Nicola Rossetti
John Savage
Otha Savage
Valentino Schina
Carmela Scutti
Antonio Valente
Rosa Valente
Giovanna Vizzarri

Coop

James Foster
John Felton

HAVERFORD COLLEGE

FRESHMAN CLASS

FALL 1963

Aladjem, Albert T., Jr.
Baker, Alfred W.
Barnett, Peter H.
Beardslee, William R.
Bell, George R.
Bennett, Stephen F.
Bennett, W. Tapley, III
Bernstein, Kenneth J.
Blackwell, Laird R.
Blair, John P.
Bott, Robert D.
Bowden, Michael L.
Bowers, John C.
Braid, Angus
Bratman, Michael E.
Bready, Richard S.
Breslin, Paul R.
Brettler, Elias
Briggs, Jeffrey L.
Brown, Albert H. E.
Brown, Eric C.
Cates, Robert L.
Cecil, Charles H.
Chamberlain, Barry D.
Clapp, Roger F.
Clifford, James T.
Coward, Robert I.
Dagdigian, Paul J.
Demar, Leon K.
Eggert, C. Christopher
Evans, Kenneth R.
Farley, Frederick G.
Favis, Gregory R.
Franckle, Charles T.
Frase, Richard S.
Fretz, J. Philip
Friedman, James W.
Fry, John B.
Gamble, D. Geoffrey
Gantz, Timothy N.
Gartner, Richard B.
Gearhart, James V.
Glick, Curtis R.

Gold, Steven M.
Goldmark, Peter J.
Greif, Stephen
Hardy, Charles J.
Haywood, John D.
Herring, Hubert B.
Hess, Russell O., III
Higgins, S. Kent
Hoffman, William S.
Holbrook, Allen G.
Hoover, Thomas W.
Houser, David M.
Howe, Thomas A.
Ings, Steven W.
Janowitz, James A.
Jaxtheimer, Ralph A.
Kabat, Geoffrey C.
Kaplan, Michael B.
Kauffman, Peter C.
Kimbell, Michael A.
Klein, Robert M.
Koteen, David
Krogstad, Robert T.
Kruiger, Robert S.
Laffey, Stephen H.
Leader, G. Michael
Lee, T. Christopher
Litman, Terry N.
Lowry, David McC.
Maas, Daniel S.
Mackinnon, K. James
Martin, Robert T.
Mawdsley, Evan
McCandless, Christopher
McConaghy, Richard W.
McConnell, David M., Jr.
McKay, Peter A.
Meiklejohn, Douglas
Miller, Timothy S.
Milliken, John G.
Murray, Thomas W.
Neal, Douglas B.
Nickels, David K.

HAVERFORD COLLEGE

FRESHMAN CLASS

FALL 1963

Oulahan, Richard V.
Parmacek, David L.
Ponsen, Johannes W.
Poorman, S. Sturgis
Primack, Robert E.
Purvis, Joseph D., III
Pyriotis, Yianni
Rarback, Harvey M.
Reinhardt, Joseph H.
Reinheimer, David B.
Richards, Francis A., Jr.
Ruebush, Trenton K., II
Rutter, Jeremy B.
Schatz, Steven D.
Schauman, William S.
Schoonover, John L.
Scott, Jeffrey J.
Senecal, Vance R.
Serwer, Daniel P.
Shaftel, Anthony E.
Sigelman, Jesse L.
Sinclair, Robert H.

Singley, Robert S.
Stavis, George N.
Stephenson, W. David
Stevenson, Frank W.
Stevenson, Jeffrey M.
Stine, Howard E.
Szydlik, Frederick P.
Thomas, Duncan O.
Thompson, F. John, Jr.
Thompson, John L.
Tint, Lawrence G.
Torrey, Leon E. III
Trapnell, Thomas H.
Urie, Donald D.
Watts, David
White, Randall C.
White, William D.
Wilke, William G.
Wilson, David L., Jr.
Wilson, Frederick S.
Wismer, Robert K.
Zeiber, Serge H.

HAVERFORD COLLEGE
SOPHOMORE CLASS
FALL 1963

Ambler, Bruce A.	Gutman, Roy W.
Auerbach, Stephen D.	Hansen, Jeffrey N.
Baker, A. Robert	Hartner, Ernst G.
Balber, Andrew E.	Hazzard, Edmund T.
Becker, Paul E.	Hedgepeth, Michael S.
Blachly, Hugh A.	Heimbach, James T.
Bongiovanni, Joseph N. III	Hershey, P. Andrew
Bonime, Stephen	Hicks, H. Munson, Jr.
Bonnell, Thomas H.	Hillier, Robert I.
Bowers, Bradley N.	Hillmann, Robert L.
Bush, Howard U., Jr.	Hirst, James E.
Campbell, Carlos C., III	Hoover, John
Carson, Dennis A.	Hopkins, Samuel G.
Cauffman, David P.	Horwitz, Tem H.
Christy, Thomas E.	Hoskins, Thomas R.
Clouse, Kenneth A.	Hume, Robert D.
Coleman, Mark S.	Idell, David R.
Cooper, John F.	Jackson, J. Lance F.
Cottrell, Freeman B.	Johnson, J. Theodore, Jr.
Crane, A. Dod	Kane, David N.
Curley, Stephen C.	Keenan, Michael V.
Davis, Doyle B.	Kurtz, Bryan H.
Davis, Lawrence C.	Long, Robert L.
de Schweinitz, Clark C.	Lutton, E. Clyde, II
Dodson, Don C.	Lyon, William G.
Dowds, Mark W.	MacBride, Thomas H. III
Dye, Christopher de R.	Macpherson, George S.
Eaton, Roger W.	Manoff, Robert K.
Elliott, David F.	McCune, David P., IV
Eyer, Joseph	Meeks, John C.
Feinland, Robert P.	Melby, Christopher H.K.
Feinsod, Ethan L.	Meroney, William A.
Felsen, David M.	Meyer, Henry H. III
Fernsler, Richard F.	Miller, Paul R.
Fritchley, Rodney B.	Mills, Charles C.
Garahan, James C.	Moore, Stephen C.
Ghigo, Francis D.	Morgan, Jeffrey H.
Gilbert, Peter J.	Mueller, Christopher B.
Graves, J. Robert	Murphy, Daniel R.
Gray, Thomas O.	Oldmixon, Eben H.
Grossman, Richard L.	Parker, David C.
	Pierce, John D.

HAVERFORD COLLEGE
SOPHOMORE CLASS
FALL 1963

Pile, Wilson H., Jr.	Schmidt, Richard A.
Pleatman, Andrew F.	Schwarz, Ronald A.
Price, Eric M.	Schwertfeger, Gerald C.
Punzak, Michael E.	Sechler, Robert P., Jr.
Raphael, Alan H.	Slotkin, Mark I.
Rawlings, Hunter R., III	Snyder, Daniel H.
Read, Walter P.	Stern, Gary D.
Riggan, John R.	Stetler, Russell D., Jr.
Roberts, Norbert J., Jr.	Strieb, Melvin I.
Robinson, Marshall O., Jr.	Taylor, Peter L.
Rockwell, Nicholas	Tunnell, W. Keith
Rosner, Anthony L.	Ullman, Jackson E.
Ross, Steven E.	Umland, Berthold E.
Rozental, Andre	Walker, Harold S., III
Salisbury, Brian	Warlow, Michael C.
Salner, David W.	Wertime, Steven F.
Satterthwait, Arnold C., Jr.	Wheeler, Jonathan
Saylor, Tillman K. III	Williams, Hugh H.
Schachterle, Lance E.	Wolfinger, Charles H., Jr.
Schacter, Lee P.	Young, S. Stanley
Schatzki, Michael	

HAVERFORD COLLEGE
SENIOR CLASS
FALL 1963

Aird, John C.
Andrews, Edward S.
Bates, David T.
Bates, Robert H.
Berman, Bernard J.
Bibber, Henry G.
Birmingham, Lewis W.
Bockol, R. Max
Brinton, Keith
Bundy, James F.
Carson, Frederick G.
Chamberlin, John S.
Coblentz, Jay M.
Cook, David G.
Cook, Michael J.
Cooper, Richard M.
Couch, George N.
Dallolio, Stephen J.
Darnell, John H.
De Wilde, Daniel N.
Donaldson, James O., III
Dott, Andrew B. III
Eisele, John W.
Ellis, John R.
Fales, Evan M.
Glass, Christopher C.
Gordon, John A.
Henderson, Phillip L
Hogenauer, Daniel O.
Hopper, Paul T.
Ings, William C.
Jacobs, Christopher
Kabat, Jonathan P.
Kauffman, Christopher P.
Larkin, E. Daniel
Leppik, Ilo E.
Lerner, David E.
Levin, Murray S.
Lob, Eric
Lucas, Peter W.

Luke, Richard F.
Macan, William A., IV
Macmillan, Neil A.
Major, John S.
Malandra, William W.
McDougal, Stuart Y.
Mick, R. Larson
Moore, Donald R.
Morrisey, Charles W.
Munger, Robert S., Jr.
Nelson, Michael S.
Nevin, Michael P.
Ogundipe, Olufemi O.
Olton, David S.
Oyelaran, Olasope O.
Pearlstine, I. Norman
Ratajczak, Donald
Reed, Thomas A.
Reinfeld, Don J.
Richardson, Robert F.
Riordan, Robert C.
Robertson, Richard A.
Robinson, Peter S.
Rogerson, Allen C.
Ruppenthal, J. Bruce
Salmen, Lawrence F.
Sargent, George A. III
Schamberg, Jay F.
Scherer, Peter W.
Seagren, Barry D.
Shafer, William A.
Shapiro, Ronald M.
Shuman, Robert M.
Sillers, David N.
Smiley, Daniel C.
Smith, Edward J., Jr.
Smoluk, John R.
Snow, Robert M.
Snyder, William B.
Sonnenborn, Monroe R.

HAVERFORD COLLEGE
SENIOR CLASS
FALL 1963

Spaeth, J. Douglas,
Spiegel, Adam
Spring, Michael H.
Sterrett, Timothy S.
Stewart, Charles V.
Stulting, Harry C.
Sunderman, Joel B.
Todaro, Michael P.
Tomaro, John B.
Transue, Jacques H.
Van Berg, Richard P.
Ward, Stephen A.
Wertime, John T.
Wertime, Richard A.
Wilcox, Homer B., III
Williams, Eliot P.
Williams, John A.
Williamson, Alan B.
Wood, Arthur S.
Yaffe, David L.
Zangerle, John A.

GRADUATE STUDENT

Swart, Edward R.

SPECIAL STUDENTS

Gifford, George H.
Strang, Charles L.
Suzuki, Tadashi
Wiedemann, Horst
Yanagidaira, Sakan

Administration



W.W. AMBLER



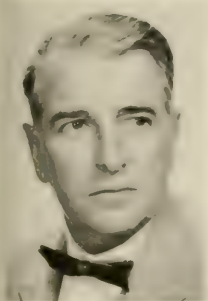
W.C. BAKER



B. BOLLAS



P.G. BENNETT



H. BORTON



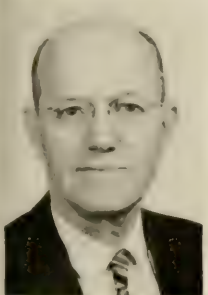
E.B. BRONNER



W.E. CADBURY



A. CASELLI



F.D. COMFORT



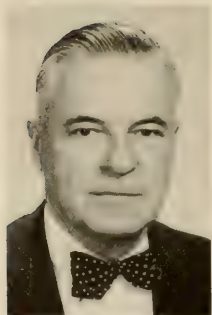
B. KRATZ



W. LANDER



J.W. LYONS



A. MAC INTOSH



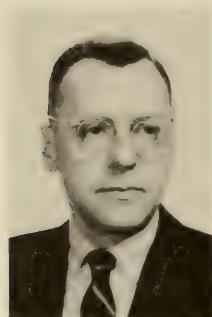
M. R. NUGENT



C. PERRY



W. E. SHEPPARD



C. R. THOMPSON

Faculty



M. J. ASENSIO



J. ASHMEAD



T. A. BENHAM



J. BROOKS



R. H. BUTMAN



J. CARY



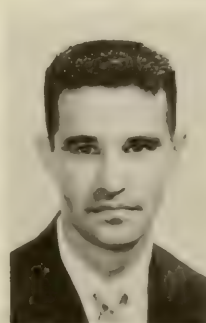
J. P. CHESICK



H. COMFORT



B. COOK



WM. C. DAVIDON



J. DAVISON



F. DE GRAAFF



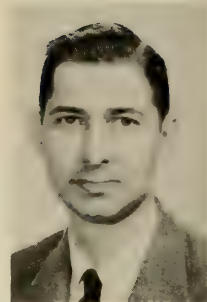
P. DESJARDINS



A. DIAMANT



W. DOCHERTY



H. GLICKMAN



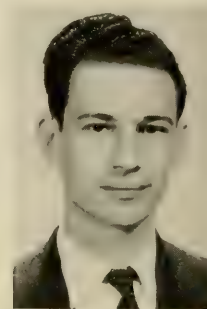
E. GREEN



L. GREEN



P. GREEN



M. GUTWIRTH



PAUL HARE



D. HEATH



G.A. HEISE



T.B. HETZEL



C. HOLBROW



H. HUNTER



D. HUSEMOLLER



G.A. KENNEDY



L.A. KOSMAN



R. LANE



J.A. LESTER



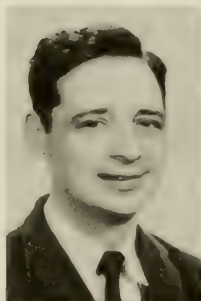
A. LOEWY



ELEANOR MAASS



W. MAC CAFFREY



C.F. MAC KAY



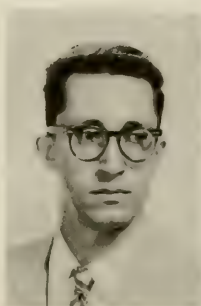
M.J. MATHIES



C. OAKLEY



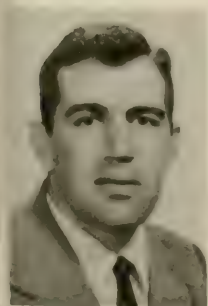
F.H. PARKER



SYDNEY PERLOE



H. PFUND



E. PRUDENTE



F. QUINN



R. RANDALL



W. REESE



IRA REID



G.M. RIDENOUR



E.S. ROSE



GEORGE SALAMON



M. SANTER



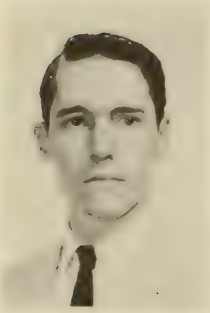
R. SARGENT



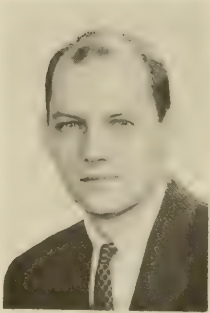
A. SATTERTHWAITE



F. SELOVE



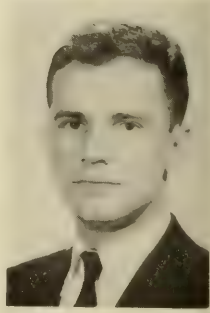
E. SHOWALTER



W.R. SMITH



E. SMOLENSKY



L. SOLOMON



G. SPIEGLER



A. SWAN



H.M. TEAF



H. VENDLER



R. I. WALTER



D. WEEKS



N. M. WILSON



F. H. YOUNG

Students



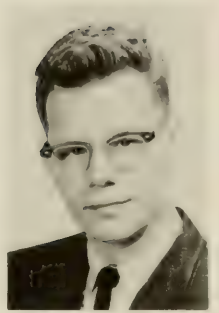
ADELMANN, R.L.



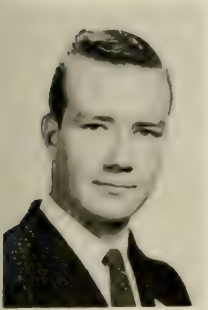
J.C. AIRD



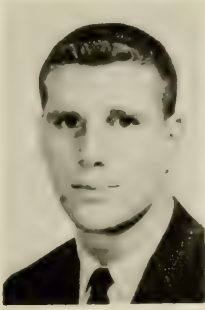
A.T. ALADJEM



B.A. AMBLER



E.S. ANDREWS



ROBERT ARONOFF



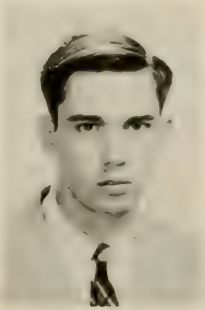
S.D. AUERBACH



G.F. BAGBY



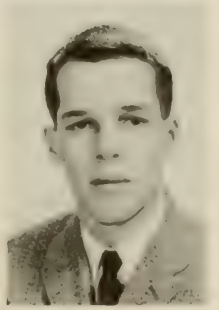
A.R. BAKER



A.W. BAKER



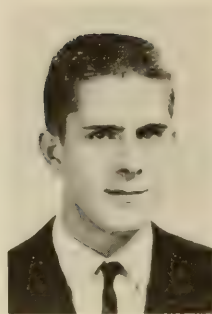
A.E. BALBER



R.D. BALDERSTON



P.H.BARNETT



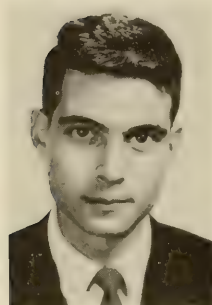
R.A.BASKERVILLE



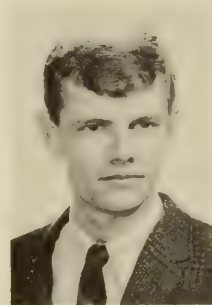
D.T.BATES



R.H.BATES



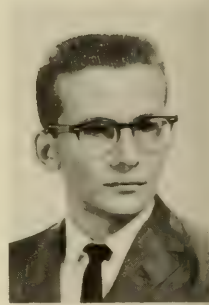
R.L.BAZELON



W.R.BEARDSLEE



P.E.BECKER



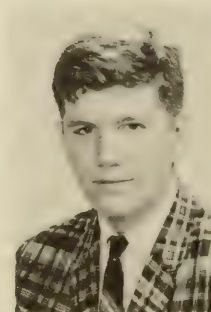
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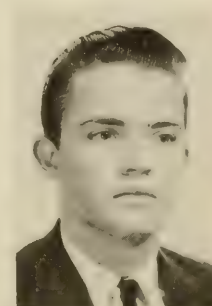
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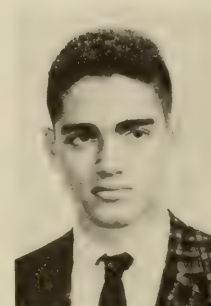
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K.J.BERNSTEIN



STEVEN BERRIEN



ROBERT BERSON



H.G.BIBBER



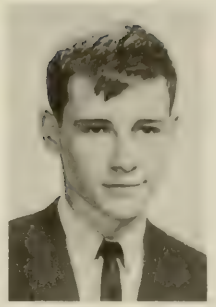
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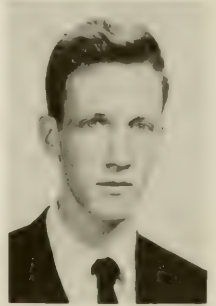
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S. BONIME



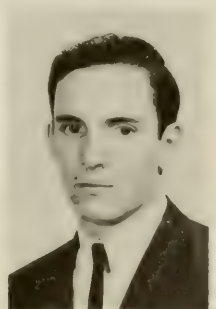
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R.D. BOTT



M.L. BOWDEN



B.N. BOWERS



J.C. BOWERS



A. BRAID



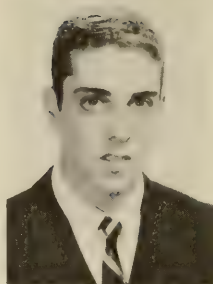
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R.S. BREADY



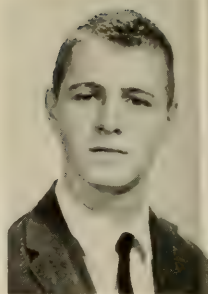
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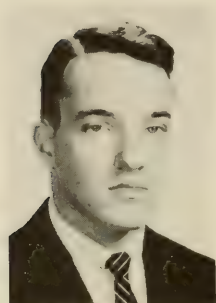
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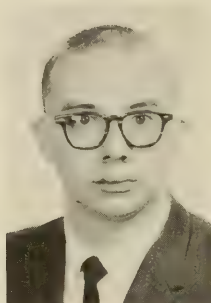
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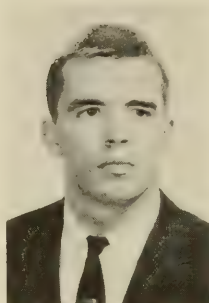
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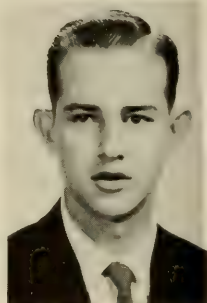
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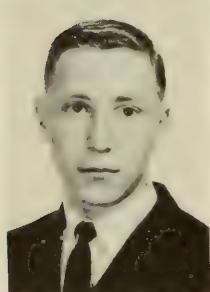
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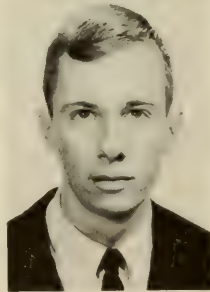
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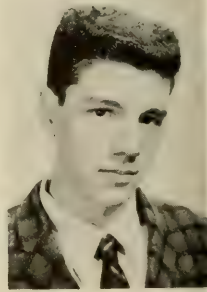
MICHAEL BUNIM



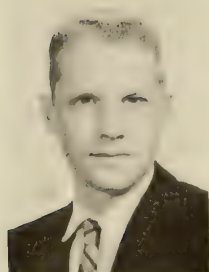
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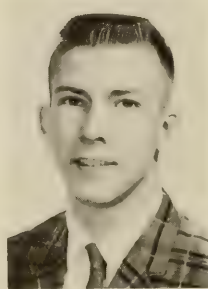
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D.A.CARSON



F.G.CARSON



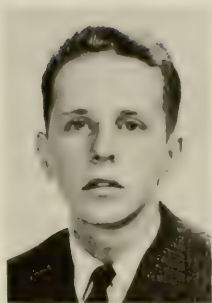
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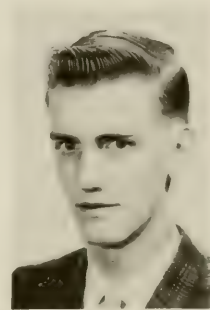
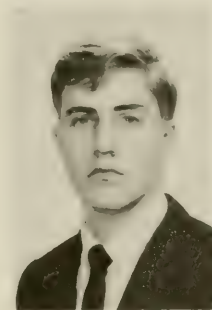


D.P.CAUFFMAN



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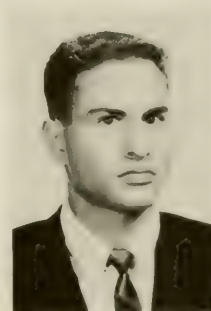
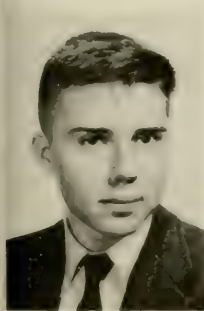


T.E.CHRISTY

R.F.CLAPP

J.T.CLIFFORD

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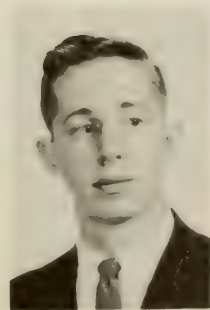


JOHN L.COBBBS

J.M.COBLENTZ

M.S.COLEMAN

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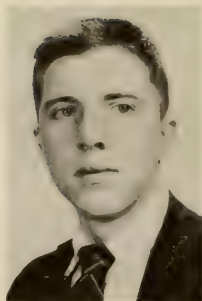
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R.M.COOPER

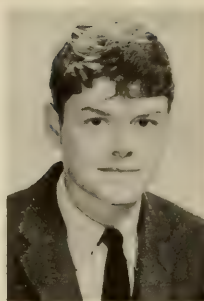
STEPHEN CORDI



F.B.COTTRELL



G.N.COUCHE



R.I.COWARD



A.D.CRANE



GEOFFREY CROOKS



S.C.CURLEY



P.J.DAGDIGIAN



S.J.DALLOLIO



J.H.DARNELL



D.B.DAVIS



L.C.DAVIS



WILLIAM DEAN



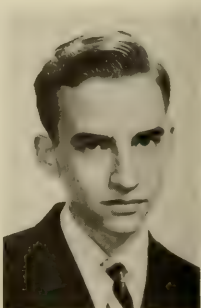
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C.DE SCHWEINITZ



D.N.DE WILDE



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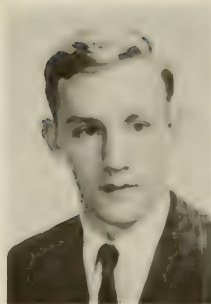
J.O.DONALDSON



A.B. DOTT



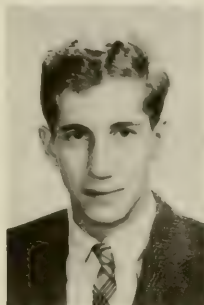
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C.DER.DYE



W.EATON



C.C.EGGERT



J.W.EISELE



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F.ELLIOTT



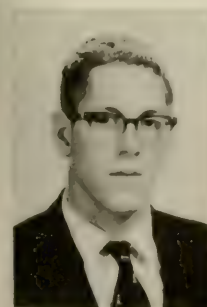
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R.E.ELMER



J.JAY ELMS



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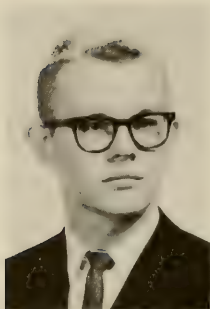
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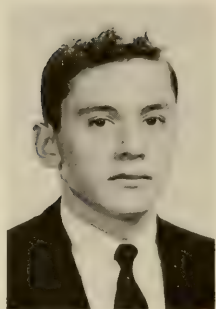
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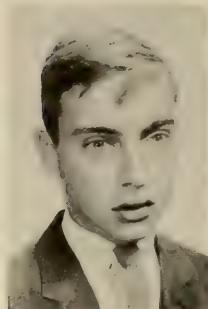
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G.R.FAVIS



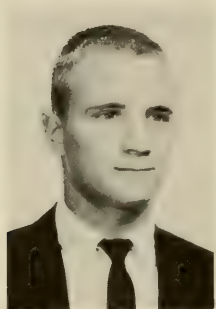
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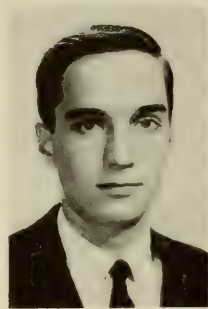
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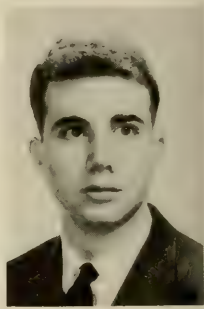
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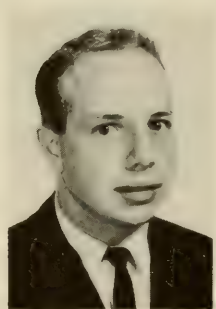
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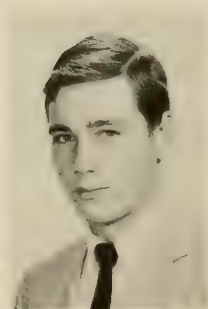
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DANIEL FORKIN



HAIGH P.FOX



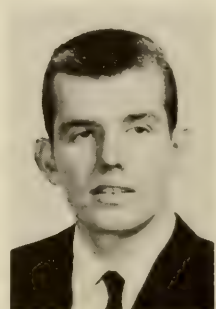
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CHARLES FRANK



R.S.FRASE



DAVID FRASER



J.P.FRETZ



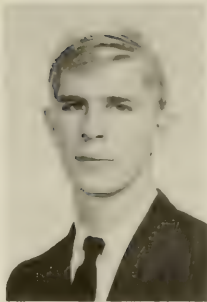
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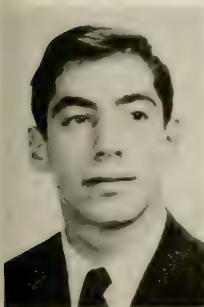
R. B. FRITCHLEY



J. B. FRY



W. REED FRY



ROBERT GALLWAY



D. G. GAMBLE



T. N. GANTZ



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D. A. GARDNER



JAMES GARSON



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J. V. GEARHART



F. D. GHIGO



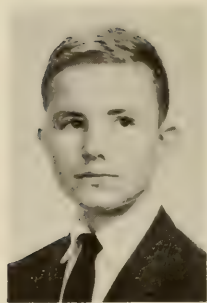
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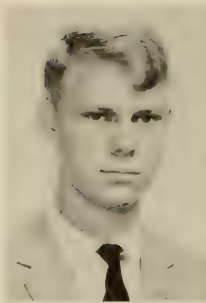
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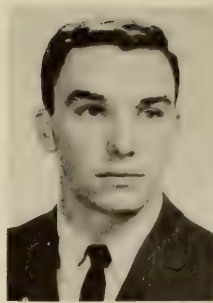
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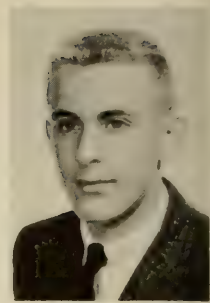
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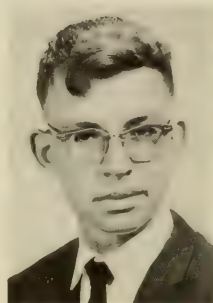
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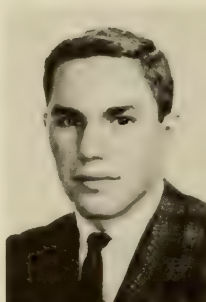
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S.GREIF



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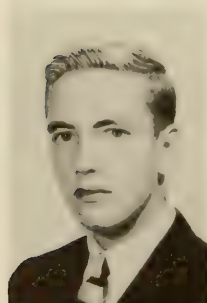
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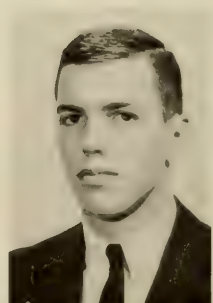
ROY HABERKERN



J.N.HANSEN



C.J.HARDY



E.HARSHAW



E.G.HARTNER



P.H.HAWKINS



J.D.HAYWOOD



E.T.HAZZARD



M.S.HEDGEPETH



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P.L.HENDERSON



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R.O.HESS



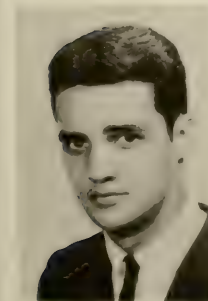
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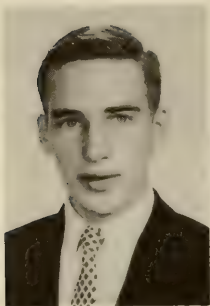
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JAMES E.HIRST



W.S.HOFFMAN



D. HOGENAUER



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J. K. M. HOLLAND



CHARLES HOLZER



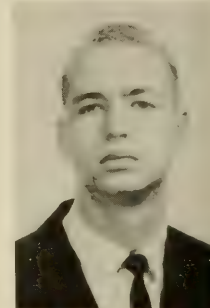
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T. W. HOOVER



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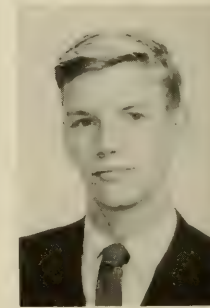
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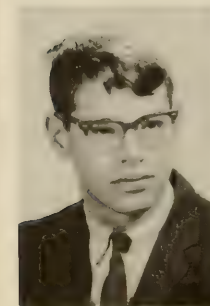
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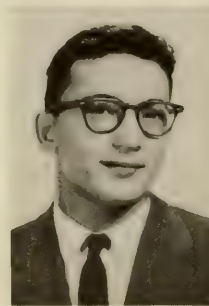
JAMES S. HOUSE



D. M. HOUSER



T. A. HOWE



GEORGE S. HSU



R. D. HUME



D. R. IDELL



S.W. INGS



W.C. INGS



THOMAS S. INUI



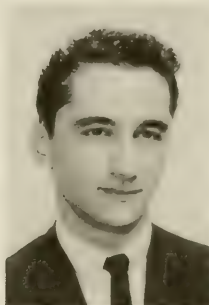
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C. JACOBS



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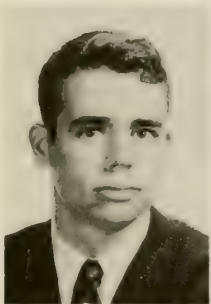
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J.W. JOHNSTON



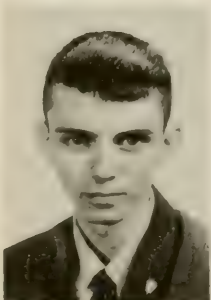
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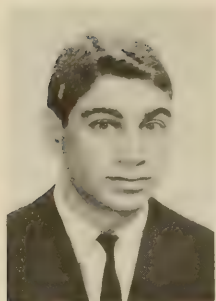
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SAMUEL KAGIRI



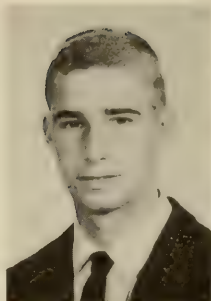
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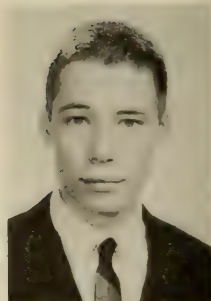
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STEPHEN KASSER



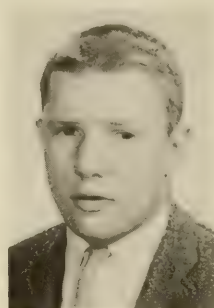
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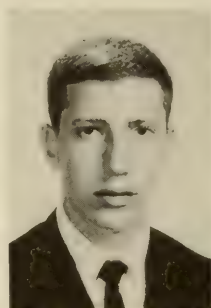
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M.V.KEENAN



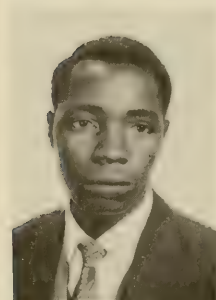
T.KESSINGER



DAVID M.KIES



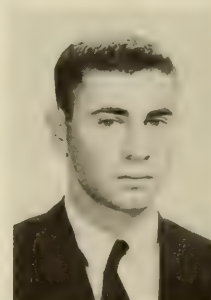
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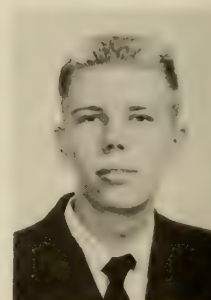
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R.M.KLEIN



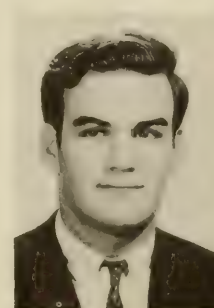
D.KOTEEN



R.T.KROGSTAD



R.S.KRUGER



B.H.KURTZ



S.H.LAFFEY



E.D.LARKIN



C.R.LAWRENCE



G.M.LEADER



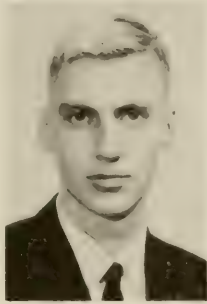
LLOYD C.LEE



T.C.LEE



JONATHAN LEHMAN



J.E.LEPPIK



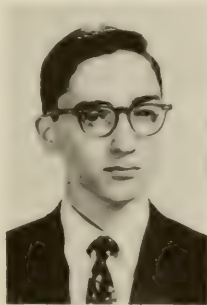
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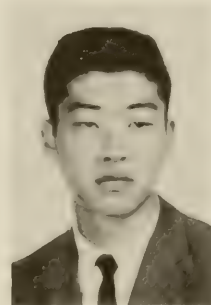
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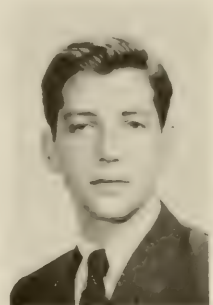
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T.A.LIECHTY



G.RAMSAY LIEM



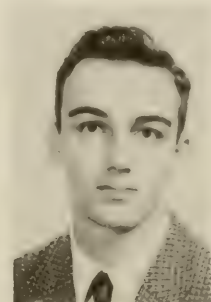
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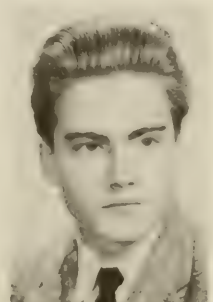
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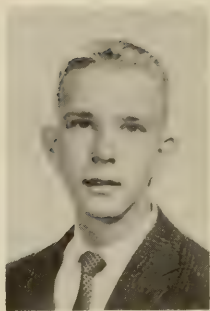
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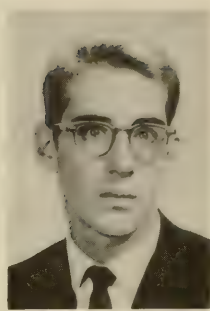
R.L.LONG



D.M. LOWRY



P.W. LUCAS



R.F. LUKE



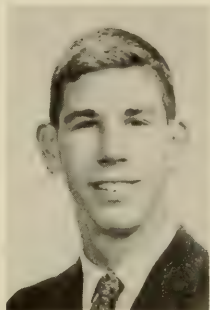
E.C. LUTTON, II



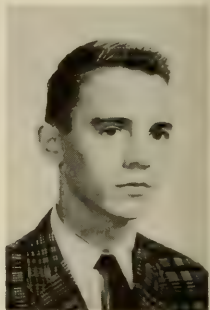
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D.S. MAAS



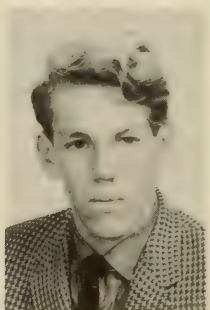
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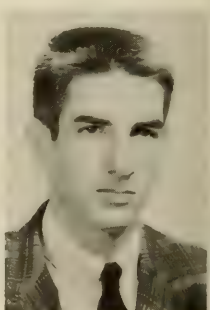
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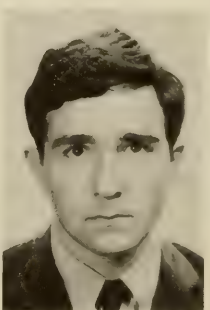
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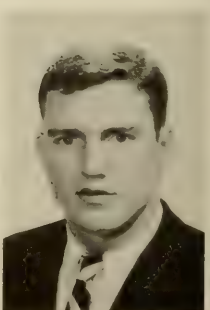
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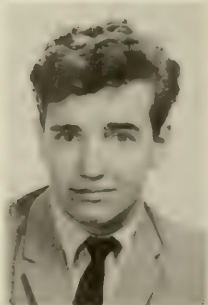


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E. MAWDSLEY

C. MC CANDLESS

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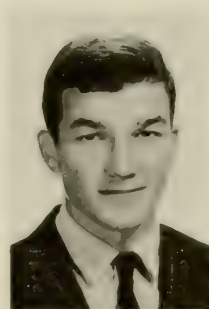


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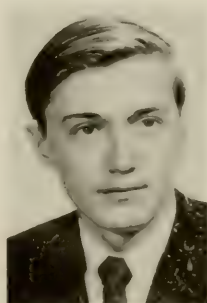
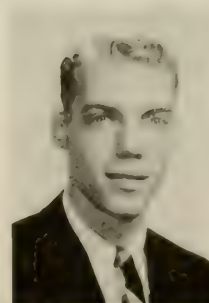


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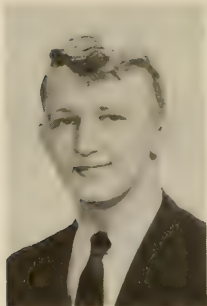


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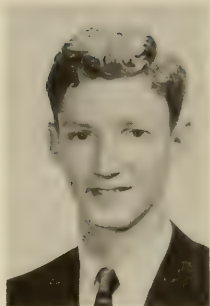
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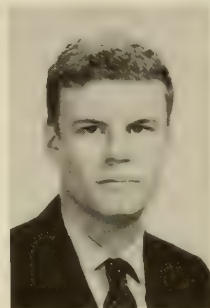
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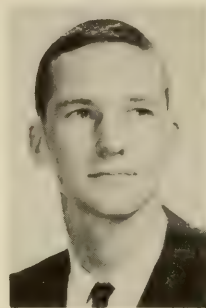
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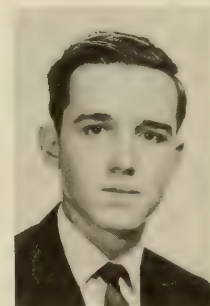
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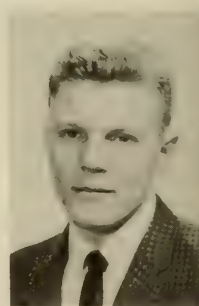
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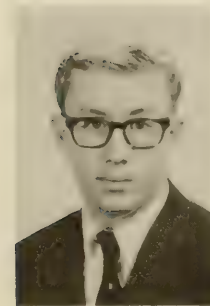
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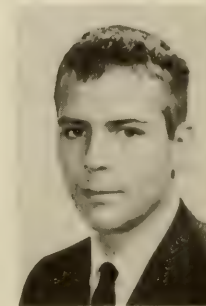
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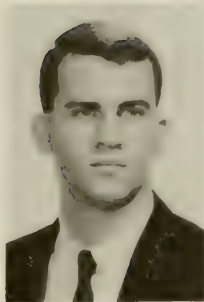
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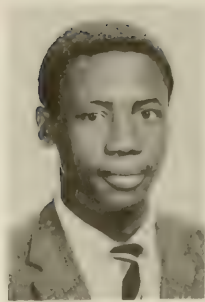
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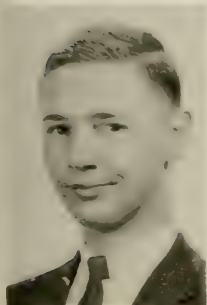
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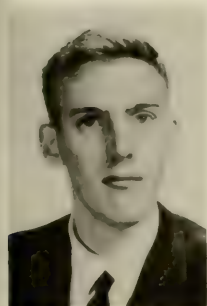
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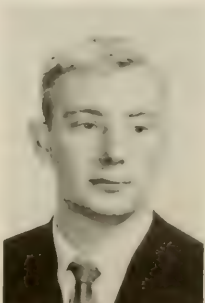
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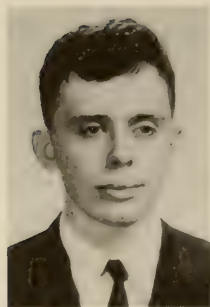
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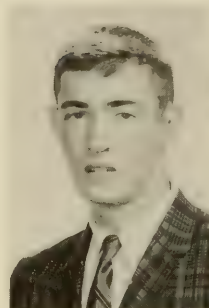


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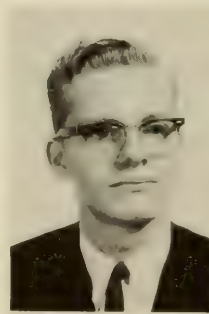


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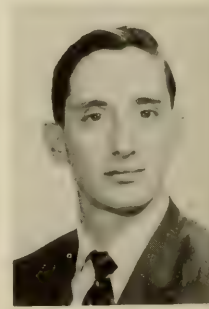
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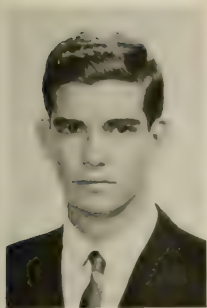


J.D. PURVIS

Y. PYRIOTIS

MICHAEL RAINEY

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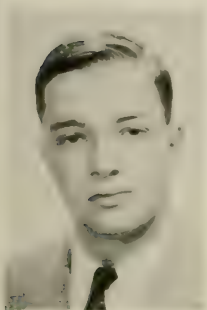
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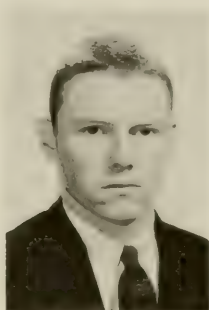
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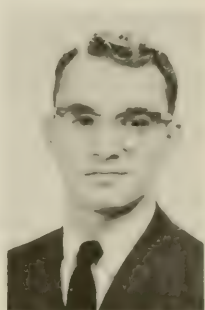
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D.J. REINFELD



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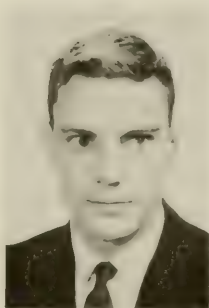
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WALTER REUBEN



F.A. RICHARDS



R.F. RICHARDSON



J.R. RIGGAN



CHARLES RIGNALL



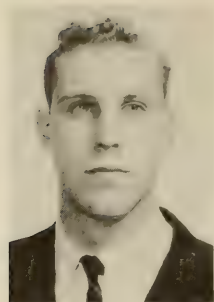
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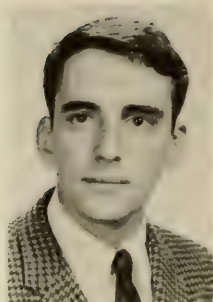
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R.A. ROBERTSON



M.O.ROBINSON JR



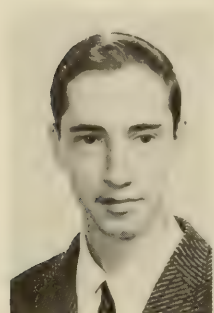
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N.ROCKWELL



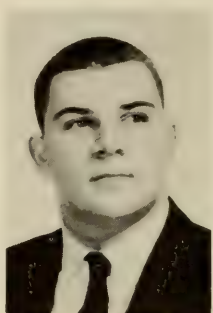
A.C.ROGERSON



A.L.ROSNER



S.E.ROSS



JOHN P.ROSSO



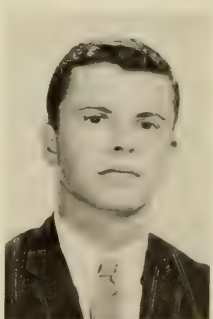
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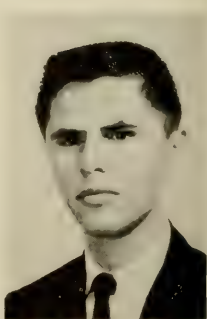
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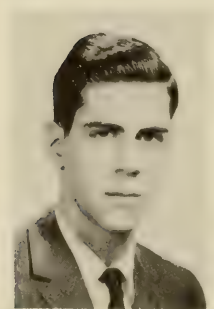
J.B.RUPPENTHAL



J.B.RUTTER



J.E.SALAZAR



B.SALISBURY



L.F.SALMEN



D.W.SALNER



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EUGENE SARVER

A. SATTERTHWAIT T. K. SAYLOR, III L. E. SCHACHTERLE

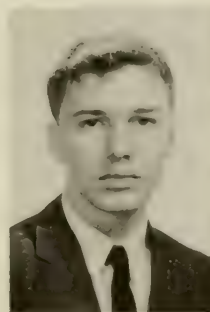
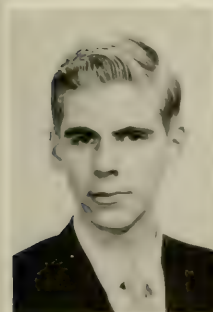


ROBERT SCHACK

L. P. SCHACTER

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S. D. SCHATZ



M. SCHATZKI

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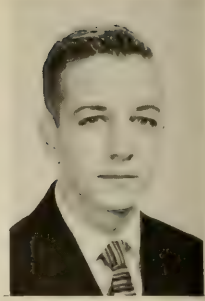
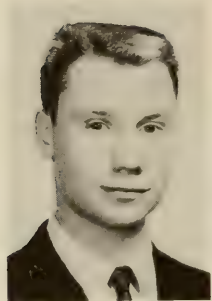


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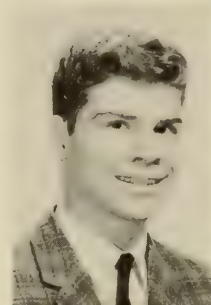


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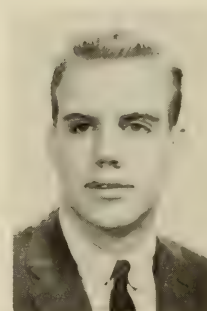


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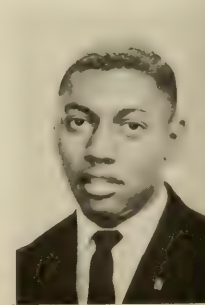
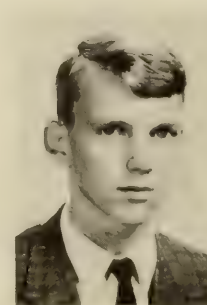


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R.M. SHAPIRO

R.M. SHUMAN

A.P. SIFFERLEN



J.L. SIGELMAN

D.N. SILVERS

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R.H. SINCLAIR



R.S.SINGLEY



M.I.SLOTKIN



M.F.SMALLWOOD



D.C.SMILEY



E.J.SMITH



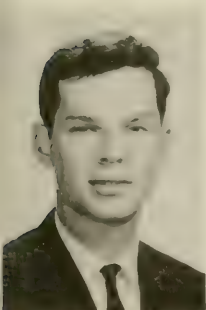
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J.R.SMOLUK



R.M.SNOW



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W.B.SNYDER



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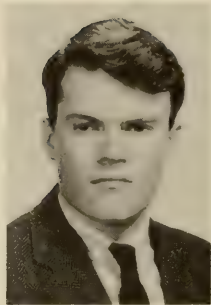
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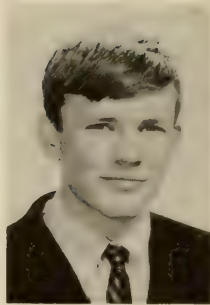
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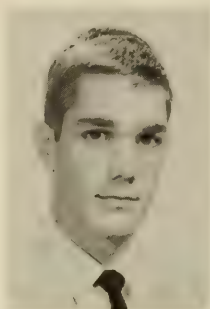
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G.D. STERN



ROLAND STERN



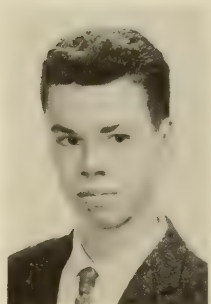
T.S. STERRETT



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H.E. STINE



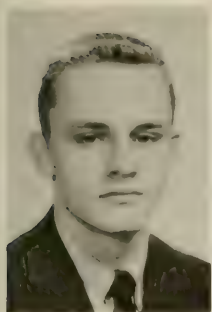
CLAY STITES



C.L. STRANG



M.I. STRIEB



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J.B. SUNDERMAN



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F.P. SZYDLIK



JAMES TAYLOR



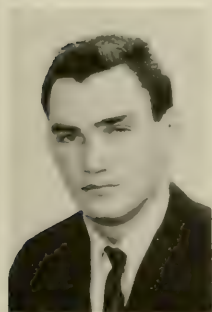
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D.C. THOMAS



F.J. THOMPSON



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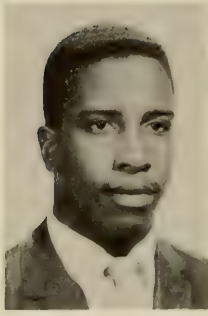
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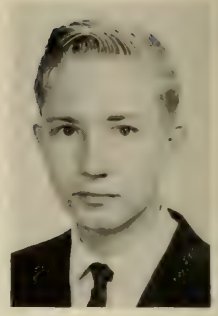
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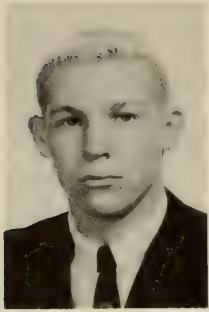
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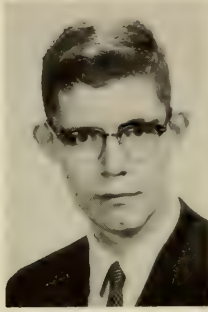
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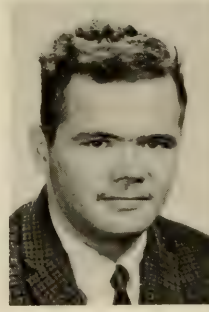
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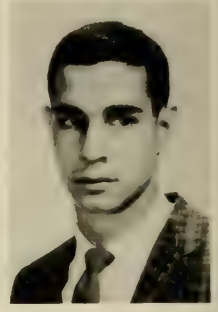
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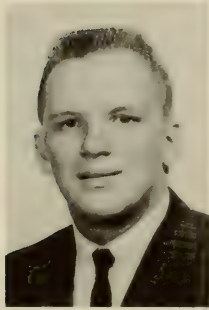
R.P. VAN BERG



J. VAN BRUNT



RICHARD VERNON



H.S. WALKER, III



S.A. WARD



M.C. WARLOW



JOHN W. WATSON



D. WATTS



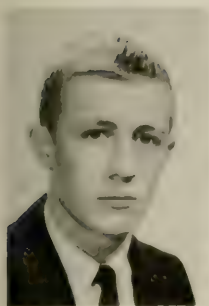
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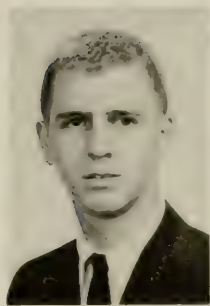
FREDERICK WEIL



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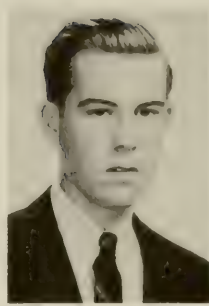
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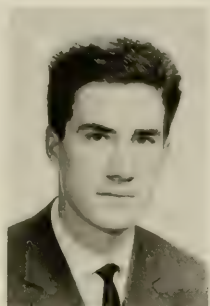
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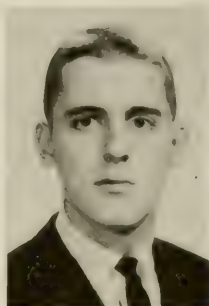
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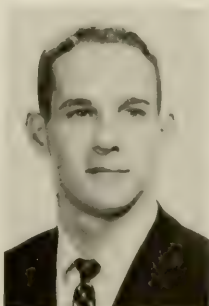
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W.G.WILKE



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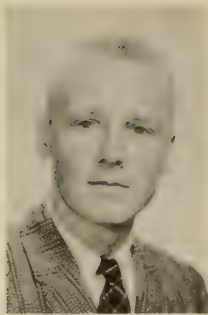
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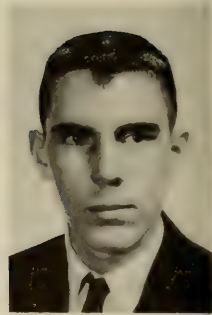
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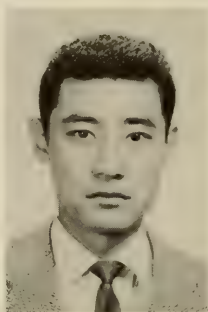
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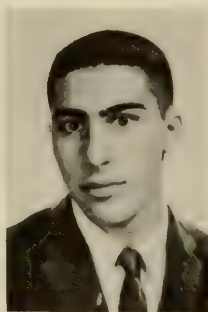
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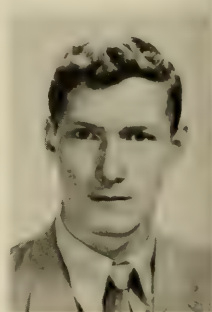
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S. YANAGIDAIRA



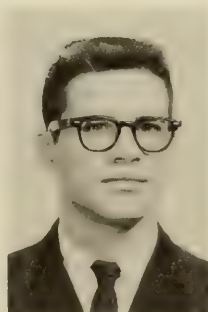
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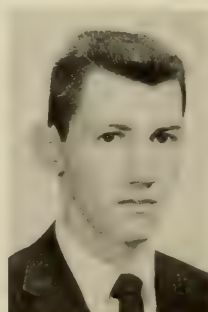
ION O. YOUMAN



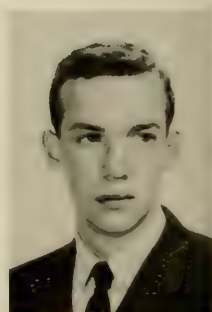
CLIFTON YOUNG



S.S. YOUNG



J.A. ZANGERLE



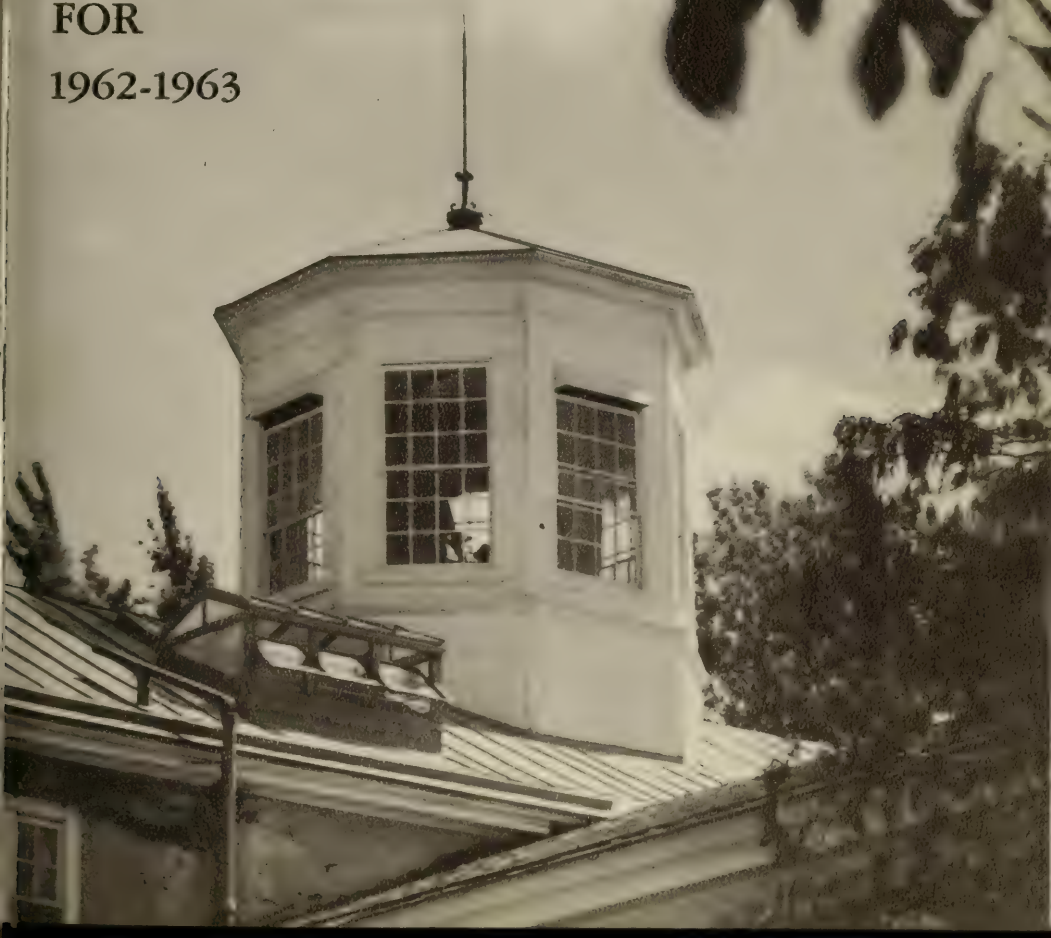
JOHN A. ZAPP



S.H. ZEIBER

HAVERFORD COLLEGE BULLETIN

PRESIDENT
AND
TREASURER
REPORTS
FOR
1962-1963



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PRESIDENT AND TREASURER REPORTS
FOR
1962-1963

Also containing . . .

A Report on the Development Program



HAVERFORD COLLEGE

HAVERFORD, PA.

REPORT OF THE PRESIDENT
presented at the
Annual Meeting of the Corporation of
Haverford College

October 8, 1963

THE COLLEGE LOOKS TO THE FUTURE

IN my remarks at the opening of the present academic year, I stated that this, the one hundred and thirty-first year of the College, may well be the most significant in its history. While this may be an exaggeration, a survey of the profound and basic decisions and actions which have been taken during the past year point to the conclusion that the College is on the threshold of a future of even greater significance and importance than in the past. At the same time, I do not mean to imply that I expect the chief characteristics and objectives of the College to be drastically changed or modified. What I am implying, however, is that we are in a far better, a more flexible position to accomplish our aims than heretofore.

THE COLLEGE AND WORLD AFFAIRS

In the first place, in terms of both academic and non-academic activities at the College during the past year and of the increasingly important role which personnel from the College play in higher education overseas, particularly in the developing countries, the College is by no means a secluded world of its own but an integral part of the rest of the world. For example, this past year saw the conclusion of the final phase of the Three College Program on Non-Western Studies supported by the Ford Foundation. This program took the form of a seminar during the second semester on Indian Civilization and Society for twelve faculty members, five from Haverford, four from Bryn Mawr and three from Swarthmore. As in the case of the

China program two years earlier, faculty members were given time off to allow them to study a special aspect of Indian civilization. The seminars were conducted by various specialists on India selected by the program director, Professor Milton Singer of the University of Chicago.

Professor Singer and his colleagues at Chicago and elsewhere worked out not only the seminar topics but also a series of lectures on India which formed the core of a course for the students of all three institutions. Each week one of the visiting lecturers would come to Bryn Mawr for the undergraduate class attended by about eighty students and several of the faculty from each of the colleges. The next day the lecturer would consult with the faculty members of the India Seminar and assist them with their work. Furthermore, special outside lecturers on subjects varying from Buddhism to Indian miniature paintings added further background information. It is too early to be able to assess accurately the permanent impact of these non-Western seminars on the content of courses to be offered by the faculty members who attended the seminars and on the curricula of the three Colleges. Likewise, we are not sure how deep or permanent the interest of the undergraduates may be in Asian studies. On the other hand, there is clear evidence of a real interest at the colleges in learning more about civilization other than those which are part of our Western heritage.

No less important an effect of these programs on China and India was the opportunity it afforded the libraries of the three colleges to work together in developing and extending their holdings on East and South Asia. Finally, it has resulted in the three colleges now studying jointly the next step they should take in non-Western studies.

The College is pleased that members of its faculty are increasingly coming to make a direct contribution to higher education overseas. For example, Ira Reid, Professor of Sociology, spent the academic year as Danforth Visiting Professor in Social Science at International Christian University in Tokyo. While there, both he and his wife, Anne Reid, contributed much to the cultural and intellectual life of that important experiment in international education. Philip W. Bell, Professor of Economics, is currently at Makerere University in Uganda on a mission supported by the Rockefeller Foundation to help the three branches of the University of East Africa to plan and develop

their departments of economics which are now suffering either because British professors who were formerly there have returned home or because of a great paucity of adequately trained local scholars. Several other of our faculty, recipients of Fulbright and similar fellowships, studied in Europe and Africa and were greatly enriched by their experiences. While we miss these persons when they are away, we know they have been contributing much during their residence abroad and we gain much from them when they return.

EXPANSION AND THE FUTURE EDUCATIONAL PLAN OF THE COLLEGE

Perhaps the most significant single step taken during the past year was the decision of the Board of Managers to approve the planned expansion of the student body by slightly over fifty percent during the next decade to approximately 700. This step is significant and important for several reasons. After extended discussion and study of the problem, jointly by the faculty and the administration, it became obvious that much was to be gained and many educational improvements could be achieved only if the College could look toward a carefully planned expansion. At the same time, it was believed that many of the important and cherished characteristics of the College, such as the sense of a single, clearly defined entity in which each individual counted, could still be maintained if steps were taken to preserve them.

Consequently, even before the last Annual Meeting of this Corporation, I reported to the Resources and Development Committee of the Board that for the future good of the College it was essential to rescind the policy under which the College had been operating for more than a decade, namely, that the size of the College should be limited to 450 students. I recommended that a new policy be inaugurated of moderate, planned expansion to 700 students by 1972. The Committee approved such a policy in November 1962 and submitted specific recommendations to the Board at its meeting of January 25, 1963 which it believed would provide the necessary checks and balances to insure that the expansion was commensurate with what the College could absorb and maintain without altering its basic character. The Board then approved the following recommendations:

1. The principle that planned growth of the College be beneficial for the future of the College, and that the College should look toward an increase of approximately 50% in its student body to about 700 in ten years provided that:
 - a) Expansion of the College should not exceed the available supply of mature and effective students.
 - b) Expansion should take place by developing two living areas or quadrangles and should not exceed the rate at which such accommodations can be built and plans developed for the absorption of new students into the College.
 - c) Expansion should not exceed the rate at which the required facilities and operating expenses can be satisfactorily financed and an adequate number of able faculty members can be obtained.
2. The President, in consultation with the faculty and a subcommittee of the Resources and Development Committee and such outside assistance as may seem advisable to the President, should begin at once to prepare a statement on the general aims and policies of the College for the next decade. Similarly, the President and faculty should develop the educational plans for the College in this ten-year period.
3. The College administration and the Resources and Development Committee should continue to study the financial feasibility of these educational plans and the ways and means of bringing them about in approximately the period indicated.

Since that time, a statement on the "General Aims and Policies of the College for the Next Decade" has been considered by the Resources and Development Committee which is in agreement with its content and the general operating policies which it sets forth, although no final agreement has been reached on the format which such a statement should take. The faculty also agreed that the statement as prepared should be used as the basis for the ten-year educational plans on which the College is now at work. As is clear in the recommendations approved by the Board, the feasibility and ways and means of bringing these plans about will be under constant study by the College and the Resources and Development Committee.

During the past few months, a special committee of the Board has been considering whether the College should continue to teach

engineering, make significant changes in its approach to the program in engineering, or whether a program in applied sciences under the physics department should be inaugurated. At the moment, this whole question is still before the Board.

In the meantime, the College has started on a modest expansion for the current year. The freshman class is again composed of 130 students and the total number at the opening of College in September 1963 was 474, fourteen more than a year earlier. In 1964, plans call for a freshman class of 145 and a total study body of 500. Thereafter, by gradual increases averaging about twenty-five a year, a total of 700 can be reached in 1972-73.

THE BUILDING PROGRAM

After nearly two years of planning and another year and a half of construction, it is both fortunate and appropriate that the Corporation is able to meet in this beautiful auditorium of our new science building. This largest and newest of our academic buildings is more than just a new science building with sparkling new classrooms and spacious laboratories with the most modern equipment. It is the first and biggest step in modernizing the College's academic facilities and preparing for its planned enlargement in the coming decade. Its completion has enabled the College to move the Biology and Psychology Departments into the old chemistry building during the summer so all of the science departments can function this fall with a minimum of disruption. After Sharpless Hall is completely renovated and enlarged this winter, these departments will return to their new quarters and the Lyman Beecher Hall Chemistry Building will then be available for the use of the Humanities and Social Sciences.

It is most gratifying to me to see how effectively and astutely the architect, Vincent G. Kling, placed the new building in relation to others around it, and to the trees and the campus as a whole. It forms the northwestern corner of a new quadrangle. As it is seen at different times and from various angles, its aesthetic effect becomes increasingly satisfying.

The arrangement into two separate units—the main section and the east wing—greatly increases its usefulness. There are obvious

advantages in having such closely related subjects as chemistry, mathematics, and physics housed in the same building. It will afford new opportunities for formal and informal meetings on subjects of mutual interest and concern to both the faculty and students in these departments. The spacious, bright joint departmental library on the second floor of the east wing is an inviting and pleasant place to work. This auditorium directly below it, seating about two hundred persons, is designed for multiple use and adds a new and important dimension to the College's facilities.

We are most fortunate in having this magnificent addition to the campus and are deeply grateful to all those whose generosity, time, and effort have made it a reality—Board members, the Building Committee under the watchful eye of Philip G. Rhoads, faculty members on the Science Needs Committee such as Dean William E. Cadbury, Jr., Professor Robert Walter, the faculty members of the three departments concerned, Aldo Caselli, the Business Manager, the architects, engineers and builders. It has cost more than any other building on the campus but is well built and well worth its cost and the time spent on its planning. Formal dedication is planned for November 16, 1963.

As already mentioned, the second significant addition to our academic facilities is the renovation of Sharpless Hall. Louis T. Klauder and Associates, following careful determination of the appropriate needs of the Biology and the Psychology Departments both in the immediate future and for a college of seven hundred, prepared some exciting and ingenious plans for this renovation. By building two new stairways or fire towers in the rear of the building and completing the fourth floor, there will be a minimum of change to the exterior of the building. The results will be, however, new and modern facilities, comparable to those in the new science building which double the space available for these departments. On September 29, 1963 the Board approved signing a contract with R. H. Shoemaker and Company of Philadelphia for the entire work which is planned for completion July 1, 1964.

Another important addition has been made to the Computer Center, located in Hilles and owned jointly with Bryn Mawr. By taking advantage of a large educational discount before International Business Machines Corp. inaugurated a new policy which eliminated

it, the two colleges purchased a new accounting machine and an addition to the 1620 Computer which added 40,000 positions or "memory units", and doubled its capacity. Thus the center becomes an even more important part of the educational program of both institutions.

I am also pleased to report progress on the new dormitory, the third important step in our program of planned expansion. This building will relieve over-crowding by seventy-four students and provide space for an additional fifty-five new ones. Bids were submitted on October 3, 1963 with cost figures for the entire project totalling approximately \$850,000, the amount of the loan which the Treasurer has requested from the Housing and Home Financing Agency. Philip G. Rhoads and his Building Committee have insisted that its design and materials should be such as to blend well with Leeds, its close neighbor. Construction will start this fall and specifications call for completion by September 1964.

FACULTY ACTIVITIES AND CHANGES

Although much time and attention during the past year has necessarily been devoted to problems connected with new physical facilities, the academic life and calibre of the College is determined primarily by the faculty and the students with whom they work. The ravages of time have taken an unusually heavy toll during the past year. Two of the senior members of the faculty have just completed their long and valuable service as teachers. Professor Clayton Holmes, Chairman of the Department of Engineering, has taught in that department for thirty-three years and is now on terminal sabbatical leave. Professor Douglas V. Steere, after thirty-five years in our Philosophy Department and itinerant messenger of modern Quakerism throughout the world, is also on terminal sabbatical leave but fortunately will make the College his home upon his return. We will miss them both sorely. Although he has been on a part-time basis, Dr. Henry J. Cadbury deserves special mention. A graduate of Haverford College sixty years ago, he was a member of the faculty from 1910-1918. After an illustrious career as a Biblical scholar and professor at Harvard and Bryn Mawr, he returned to the College in 1955 to teach the course in the History of Quakerism. Regretfully, he offered this work for the College for the last time in the spring of 1963. Before he

resigned, the College was privileged to have him deliver two Library Lectures on "The Eclipse of the Historical Jesus" which are currently being published as a special Pendle Hill pamphlet and will be available for distribution later this year.

Heavy pressure from other colleges and universities seeking eminent professors resulted in the loss of Professor Herman Somers in Political Science to Princeton University.

Twelve of the regular members of the faculty returned to the College this fall from leave for teaching, studying, or research but only eight are on leave for all or part of the present year. With our system of sabbatic leaves, and the total number of persons involved, the College must expect as a matter of course that eight or ten persons may be away in any given year. In addition to the superior teaching which the faculty has demonstrated, many of them have been active in various scholarly interests including research and writing, which also contribute considerably to their effectiveness as teachers and scholars.

Howard Comfort is currently President of the American Philological Society. Howard Teaf was organizer and chairman of a conference of representatives from fifty liberal arts colleges on how present systems of grading may be improved. On the initiative of John Ashmead, the Middle Atlantic group of the American Studies Association held a conference at the College last spring on the subject "The Quaker Aesthetic."

Among the important publications of the faculty, Professor Philip Bell has written a monograph entitled *Theory and Measurement of Business Income* and Professor George Kennedy is author of a significant study of Greek rhetoric entitled *The Art of Persuasion of Greece*. Professor John Spielman, who is spending the present year on a Fulbright Fellowship in Vienna working on a biography of Prince Eugene of Savoy, has just published a study of *Cristobal de Rojas y Spinola*, a Hapsburg mercantilist and statesman of the seventeenth century who attempted to reconcile the Catholic and Protestant elements of his country. Professor Ariel Loewy, who has just returned from a half-year's research in Zagreb, Yugoslavia, is author of an important volume on one of the most significant developments in modern biology, often referred to as the molecular biology of the cell. The title of his book is *Cell Structure and Function*.

Finally, two new faculty appointments, one in the English Department and the other in the History Department, fill two important needs. Professor George M. Ridenour, formerly of Yale University and an authority on Byron, Coleridge, and Browning, has been appointed Associate Professor of English. Roger Lane, of Harvard University, has been appointed Assistant Professor of History to succeed Thomas Drake and to permit us to increase our offerings in that field.

ADMINISTRATIVE CHANGES

As mentioned in my report last year, William E. Sheppard, II is serving the College most effectively as Director of Alumni Affairs. On July 1st he took on these duties full time and thanks to his efforts the interest among the Alumni in the College continues to deepen and broaden. Dr. James W. Lyons, the new Dean of Students, arrived on campus in January 1963 and has effectively and energetically devoted his efforts towards raising the level of student responsibility in the non-academic aspects of their college life. In view of persistent poor health, Roy Randall's duties as head football coach have been taken over by William Docherty, who is assisted by Ernest Prudente and Carmen Falcone.

Walter C. Baker has recently announced his resignation on November 1, 1963 as Vice President for Development to accept the position of Director of Development of Vanguard School. The College is greatly in his debt for the nearly six years of devoted, loyal, and conscientious service he has rendered to it. Particularly noteworthy is the recent successful conclusion of the capital gifts campaign under his supervision and direction which surpassed the \$1.6 million goal for individual gifts. This is the largest amount contributed in any campaign to date by Haverford's alumni and other friends. I should like to record on behalf of myself and of the College our deep gratitude for all he has done for the College.

HAVERFORD STUDENTS

As in the past few years, the graduating class of 1963 distinguished itself in the awards its members received for continued study. Sixteen members of the class were awarded Woodrow Wilson Fellowships for graduate study for those interested in teaching. This was the highest

proportion of such awards made last spring to any graduating class in the country. Five other seniors received equally important fellowships. Of the class of 104, over twenty percent indicated they were expecting to continue with some sort of professional training, with law and medicine leading the list. About forty-five percent expected to take work in regular graduate schools, with twenty-four different subjects listed. Many of these have as their objective teaching either at the secondary school or college level.

It is a generally accepted assumption that the current rigorous demands made upon undergraduates of today have resulted in a high attrition rate and that this has been increasing in alarming proportions. The College is often accused of demanding so much of its students that there has been a marked increase in the number of drop-outs. Dean Cadbury has recently made a comparative examination of the four classes which graduated from 1958-1961 inclusive and the four classes which graduated twenty years earlier, namely, 1938 to 1941. This analysis reveals some exceedingly interesting information. In comparison with a national average of forty percent, in the recent group of graduates (1958-61) sixty-five percent of the students graduated with their class in the normal four year period. Twenty years ago, seventy-two percent graduated with their class. In other words, there has been a 7 percent decrease in twenty years in those finishing college in four years. But this decrease is more than off-set by another important trend in this twenty year period. Whereas only seventy-seven percent of the group twenty years ago eventually graduated, in the recent group it was eighty percent. In other words, if the trend of the immediate past continues, whereas a Haverford student now is slightly less likely to graduate on time than twenty years ago, he is slightly more likely to graduate eventually. If he drops out now he is much more likely to return than before and even though he does not get his degree in four years he is very much more likely to get it eventually. Thus, while we recognize drop outs are a problem, they do not seem to jeopardize the chances of the present day student's obtaining his Haverford degree as much as was the case twenty years ago.

As for some of the characteristics of the present student body, in the Class of 1966, the Freshmen, certain tendencies over recent years continue. In the first place, the training and preparation of students, as revealed in their College Board scores, improves. They represent an

increasingly larger number of different schools. In other words, there is less tendency to draw a large number of boys from a small list of schools. Over sixty-five percent of the students are graduates of public, as distinct from independent, schools. Geographically, the class shows a wider distribution with thirty-seven percent coming from outside the Middle Atlantic region. By far the largest number of students who were admitted but went elsewhere selected Princeton, Yale and Harvard as their choice.

Turning to the important problem of the proportion of students who are members of the Society of Friends and who have come from the various Friends schools, the present student body has $11\frac{1}{2}$ percent of its members who are Friends compared with 11 percent last year. Vice President Archibald MacIntosh recently presented to the Board some significant statistics on applications to the College from Friends schools during the years 1959-63. During this period, one hundred sixty-eight students applied from sixteen different Friends schools. Of these, seventy-nine boys, or forty-seven percent, were accepted by the College for admittance and over three-fourths of these matriculated. In comparison with the percentage of enrollments of Friends school graduates in six Friends colleges, Earlham was highest with 8.6 percent followed by Haverford with 8 percent. Wilmington, Bryn Mawr, Guilford and Swarthmore varied in that order from 4 to 2 percent. Haverford's percentage is all the more gratifying when it is realized that, except for Bryn Mawr, all of the others are coeducational.

Finally, I should point out that the figures show that in the past two years there has been a considerably smaller number of boys admitted from Friends schools than in the three years previously. The Admissions Office informs me, however, that applications from Friends schools for next year's Freshman Class have increased again so that it is expected that the most recent pattern will be reversed.

But of far more importance than base statistics on the number of Friends or graduates from Friends schools in the student body is the attitude of the students towards Fifth Day Meeting and what they can get out of it. It was obvious last spring that there was need to examine carefully whether Fifth Day Meeting could be made to serve a more useful purpose than it had on several occasions. This examination was carried out both by a special administration-faculty committee and a Student Meeting Committee. These groups met together in the spring

and correspondence was carried on during the summer. As a result, the following became clear: rather than abandoning the idea of Haverford students attending Meeting as a requirement for graduation, it was necessary to have a clear statement on the nature and purpose of Meeting at Haverford and to make certain specific changes in procedures to create a more constructive attitude towards Meeting.

A statement on "The Nature and Purpose of Fifth Day Meeting" was carefully prepared and read by me to the students at the opening of the college year. After outlining some of the ways Friends influence is felt at the College, the statement noted that Friends do not subscribe to a particular creed nor do they demand that a person accept specific beliefs. On the other hand, they believe that each human being is of infinite value, that there is "that of God in every man" and that each person is given freedom to obey the inward direction which comes to him. The statement continued by emphasizing that the meeting for worship is the center of Quakerism and the source of direction to all else in the movement. As the majority of the attenders at Haverford's Fifth Day Meeting are members of some other religious faith than Friends or adhere to no traditional religious movement and are compelled to attend, it is not a Friends Meeting in the usual sense.

It seemed clear, however, that what the Haverford Meeting does share with an authentic Friends meeting is the conception of a group of individuals gathered together in silence for collective meditation and consideration of matters of fundamental and common concern. It derives its main conception and form from such a meeting. In this sense it is an integral part of the Haverford Quaker tradition. The statement concluded: "In providing an opportunity to withdraw from our customary activities, Fifth Day Meeting allows us as individuals and as a group to examine our past, present, and future in a unique way. In this sense, Haverford's Fifth Day Meeting is related both in form and character to a traditional Friends Meeting as it provides an opportunity for all, regardless of personal beliefs, to profit from silent meditation and an occasional spoken message. Haverford College believes, therefore, that the community experience which these Meetings can and should develop, is an essential part of the life of this College."

At the same time, some of the mechanics connected with attendance at Meeting were changed in the hope that this would improve

the situation. Rather than students being told which specific meetings they must attend to meet the required minimum number of times each semester, they are now free to choose the Meetings most convenient for them and hopefully will attend additional Meetings voluntarily. With the support of the Student Meeting Committee and the Students' Council and a widespread group of students, the first two Meetings this fall have been rich and rewarding experiences for all of us who attended. There was a deep sense of worship and reverence both in the silence and in the vocal ministry, most of which came from the students. This change in attitude has been a profound one and hopefully will continue.

A new attitude in Meeting is only one of several aspects of student life this fall which are most encouraging. Under the guidance of Dean Lyons a new "Code of Student Responsibility" is being revised. More important, however, is the support which the faculty and Students' Council are giving to Dean Lyons' efforts to upgrade the standards of expected conduct of our students, especially in the dormitories and dining room. These and proposed disciplinary action have been more clearly defined and student behavior in the past two weeks clearly shows a higher respect than previously for the property of others.

FINANCIAL NEEDS OF THE COLLEGE

On June 30 the College completed its three-year campaign to cover certain basic needs in the first phase of its Development Program. Subscriptions and gifts available for these objectives exceeded \$2.3 million and the total received by the College in these three years amounted to more than \$3,163,000.

We are particularly grateful to the 3,034 alumni and individual friends of Haverford whose gifts exceeded their \$1.6 million campaign goal—a sum substantially larger than the total raised from all sources in any previous campaign.

The report of Walter C. Baker on page 75 gives additional details of these heartening results. I want to join him in expressing deep appreciation for this example of the loyalty to Haverford and the faith in its mission which is our best assurance for its future.

This is an encouraging record but, as the Treasurer's Report indicates, the College faces a real problem. Rising operating costs have put a more severe strain on the College's budget than ever before. Studies

are currently being made on how economies can be inaugurated at the College without weakening the educational program and what increases should and can be approved for tuition and other charges next year. The Annual Giving Program is being energetically revived under the direction of Charles Perry and its goal has been increased.

But the College has not, thus far, been successful in obtaining grants from foundations or individuals of sufficient size to pay for the new science building, for all of the reconstruction costs of Sharpless Hall, or for the new dormitory although the latter will be covered by a federal loan. Obviously, it would have been preferable if the College could have had on hand new funds to cover the cost of its capital expenditures. On the other hand, shortly after I became President over six years ago, I became convinced that it was absolutely essential for the future good of the College, in fact for its very existence, that its academic facilities must be modernized as rapidly as possible. We had already waited too long. The choice was further postponement and disaster or going ahead with the faith that support could and would be found for whatever Haverford must have.

In concluding this report, I find it difficult to express adequately the profound debt of gratitude I owe to Dr. S. Emlen Stokes as President of the Corporation and Chairman of the Board. No college president could have asked for or received from his Board's Chairman more willingness to be available for consultation, more understanding of the various problems, both large and small as they appeared, more wisdom as to their best solution, and more personal friendship than he has shown. It was, therefore, with a sense of deep personal loss that he told me of his desire to resign. On the other hand, I look forward with anticipation and excitement to serving under Dr. Jonathan E. Rhoads.

HUGH BORTON

STATISTICS FOR REPORT OF THE PRESIDENT

1962-1963

ENROLLMENT

Fall Semester, 1959	452
Spring Semester, 1960	443
Fall Semester, 1960	472
Spring Semester, 1961	462
Fall Semester, 1961	457
Spring Semester, 1962	443
Fall Semester, 1962	463
Spring Semester, 1963	450
Fall Semester, 1963	474
<i>Undergraduate Students</i>	468
<i>Graduate and Special</i>	6

COMPOSITION OF THE STUDENT BODY

FALL SEMESTER, 1963

The student body represents 33 states and the following foreign countries: British Guiana, Canada, England, Germany, Greece, India, Italy, Japan, Kenya, Netherlands Antilles, Nigeria, and Tanganyika.

Students who are members of the Society of Friends number 56, or 11.8% of the total enrollment, and 60 students are sons of Alumni, or 12.7% of the total enrollment.

REGISTRATION IN ACADEMIC COURSES

<i>Department</i>	<i>Registration (Fall & Spring Semesters)</i>									
	Fall, 1963	62-63	61-62	60-61	59-60	58-59	57-58	56-57	55-56	
Astronomy	92	4	136	105	85	74	56	63	49	
Biblical Lit.										
(Religion) ...				92	103	132	78	105	86	
Biology	121	226	192	205	219	266	234	318	318	
Chemistry	113	256	235	234	289	268	279	366	382	
Classics	170	209	113	141	108	(Greek and Latin)				
Economics	118	233	241	280	255	271	269	228	227	
Engineering ...	16	43	47	58	46	43	64	46	57	
English	294	644	611	701	609	650	700	605	637	

REGISTRATION IN ACADEMIC COURSES (Continued)

Department	Registration (Fall & Spring Semesters)									
	Fall, 1963	62-63	61-62	60-61	59-60	58-58	57-58	56-57	55-56	
French	81	230	217	197	162	220	245	251	253	
German	147	245	220	268	217	246	206	209	166	
Greek (Classics) .						39	27	27	31	
History	159	337	429	260	300	283	269	237	184	
History of Art..	27	39	91	71	65	50	56	50	70	
Latin (Classics) .						28	44	74	34	
Mathematics ...	185	303	348	344	345	333	330	333	307	
Music	56	142	115	138	95	90	64	39	31	
Philosophy	168	362	340	431	394	351	306	317	334	
Physics	84	159	148	145	197	206	192	138	188	
Political Science.	109	297	309	285	302	248	297	231	290	
Psychology	99	205	165	164	160	149	286	127	169	
Religion	53	123	94	(formerly Biblical Lit. Dept.)						
Russian	22*	43	43	52	72	48	16	11	15	
Sociology	106	155	174	210	205	243	172	142	129	
Spanish	55	111	84	78	84	70	85	105	98	

General Courses

Asian Studies ..	12								
E. Asian Studies (now History 37-38)							60		
Humanities	70	124	117	105	110	135	139	201	165
Physical Science.				51	41	33	20	30	
Social Science ..								249	250

*Figure includes 6 students who take Russian at Bryn Mawr College.

HAVERFORD STUDENTS AT BRYN MAWR COLLEGE

Anthropology	9
Archeology	1
Biology	1
Chemistry	4
Economics (Haverford course #37) ...	5
Education	1
English	2
Geology	6
History	3

History of Art	1
Interdepartmental	2
Italian	2
Music	1
Philosophy	6
Political Science	7
Psychology	1
Russian	22
Sociology (Haverford course #49) ...	6
Spanish	3

SWARTHMORE COLLEGE

Economics	1
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UNIVERSITY OF PENNSYLVANIA

Classical Archeology	1
Economics	1
Oriental Studies	6

DEGREES GRANTED, JUNE 7, 1963

B.A.	99
B.S.	5

COLLEGE VISITORS

1962-63

Collection Speakers

David L. Bazelon, judge, U.S. Court of Appeals

John Ciardi, poetry editor, *Saturday Review of Literature*

William Sloane Coffin, Jr., chaplain, Yale University

Loren C. Eiseley, University Professor of Anthropology and the History of Science,
University of Pennsylvania

Jules Feiffer, cartoonist

Jose Ferrater-Mora, professor of philosophy, Bryn Mawr College

*Leon Festinger, professor of psychology, Stanford University

Ralph E. Flanders, former U.S. Senator from Vermont

Gerald Freund, assistant director, Humanities and Social Science Program, Rockefeller Foundation

Taylor Grant, news commentator, WCAU, Philadelphia

Gerald Gross, secretary general, Telecommunication Union, Geneva, Switzerland

Elsa Hilger, cellist for the Philadelphia Orchestra

I. M. Levitt, director of Fels Planetarium of Franklin Institute

*Froelich G. Rainey, director, University of Pennsylvania Museum

Robin Roberts, pitcher, Baltimore Orioles

Philip Roth, author

Harold F. Weston, artist

Collection Speakers, from the College

Hugh Borton, president

Loren F. Ghiglione, student

A. Paul Hare, associate professor of sociology

Haverford-Bryn Mawr Orchestra and Glee Clubs

Laurence B. Holland, visiting assistant professor of English

David Hunt, student

Wallace T. MacCaffrey, professor of English Constitutional History

Departmental and General Visitors

- John J. Adair, Professional Services Branch, National Institute of Mental Health
E. Digby Baltzell, associate professor of sociology, University of Pennsylvania
††Robert Barry, lecturer in journalism, University of Pennsylvania
Fred Basolo, professor of chemistry, Northwestern University
••Charles G. Bell, author of *The Married Land*
Henry A. Bent, professor of chemistry, University of Minnesota
•Kurt Birrenbach, member of the West German Bundestag
††Douglas Borgstedt, photographer
•William J. Brennan, associate justice, U.S. Supreme Court
Jorge A. Brieux, professor of chemistry, University of Buenos Aires
H. W. Brinkmann, professor of mathematics, Swarthmore College
††Herbert Brucker, editor, Hartford (Conn.) *Courant*
Henry Joel Cadbury, Hollis Professor of Divinity, emeritus, Harvard University
††Don Carter, managing editor, *The National Observer*
Prasod Chandra, curator of the Prince of Wales Museum of Western India
K. K. Chandy, lecturer, Kottayam, India
Robert Christy, professor of physics, California Institute of Technology
†Cleveland Play House
Curtis String Quartet
††William Dickinson, managing editor, Philadelphia (Pa.) *Bulletin*
John T. Douds, Pennsylvania State administrative official
June Dowdy, Fayette County, Tenn. clergyman
Max Dresden, professor of physics, University of Iowa
Hubert Dreyfus, professor of philosophy, Massachusetts Institute of Technology
David Eastburn, vice president, Federal Reserve Bank of Philadelphia
•Samuel Eilenberg, professor of mathematics, Columbia University
•Fritz Erler, member, West German Bundestag
Robert E. L. Faris, professor of sociology, University of Washington (Seattle)
•Charles Ferguson, director, Center for Applied Linguistics of the Modern Language Association
•José Figueres, former president, Costa Rica
††Edward Folliard, staff writer, Washington (D. C.) *Post*
††Alfred Friendly, managing editor, Washington (D. C.) *Post*
•Murray Gell-Mann, professor of physics, California Institute of Technology
†Jimmy Giuffre, jazz musician
Morikuni Goto, professor of mathematics, University of Pennsylvania
•Philip M. Hauser, professor of sociology, University of Chicago

- *Dudley Herschbach, associate professor of chemistry, University of California
- Peter Hilton, professor of mathematics, Cornell University
- Hans Egon Holthusen, critic, poet, and director of Goethe House, New York City
- Virgie Hortenstine, Operation Freedom worker, Cincinnati, Ohio
- *Joseph McV. Hunt, professor of psychology, University of Illinois
- Isaq Hussaini, professor of Islamic literature, American University, Cairo
- †Byron Janis, pianist
- Murray Jarvik, associate professor of pharmacology, Albert Einstein College of Medicine
- *Lowell Kelly, professor of psychology, University of Michigan
- Joseph K. Kitagawa, professor of history of religion, University of Chicago
- George L. Kline, professor of philosophy, Bryn Mawr College
- Igor Kopytoff, assistant professor of anthropology, University of Pennsylvania
- Paul Kuntz, professor of philosophy and religion, Grinnell College
- *Simon S. Kuznets, professor of economics, Harvard University
- *Harold Lasswell, professor of political science, Yale University
- *Thomas Lauritsen, professor of physics, California Institute of Technology
- Anthony Leeds, director of urban research, Pan American Union
- ††A. J. Liebling, author and writer for the *New Yorker*
- *Seymour M. Lipset, professor of sociology, University of California (Berkeley)
- Duane W. Lockard, associate professor of political science, Princeton University
- ***Maynard Mack, professor of English, Yale University
- Gurdial Mallik, Bombay, India
- ††Martin Mayer, author and writer
- Milton Mayer, lecturer, University of Prague
- Thomas McConnell III, vice president, C. Schmidt & Sons, Inc.
- †Carlos Montoya, Flamenco guitarist
- Gerald Myers, professor of philosophy, Kenyon College
- ††Victor Navasky, editor, *Monocle*
- Orchestra San Pietro, Naples
- Gene D. Overstreet, assistant professor of political science, Swarthmore College
- **Hereward T. Price, research scholar, Folger Library, Washington, D. C.
- Canon Charles Raven, master emeritus, Christ College, Cambridge
- Ruben E. Reina, associate professor of anthropology, University of Pennsylvania
- Michael Riffaterre, associate professor of French, Columbia University
- *John D. Roberts, professor of organic chemistry, California Institute of Technology
- ††Fred Rodell, professor of law, Yale University

*Edwin E. Salpeter, professor of physics, Nuclear Studies Laboratories of Cornell University

Otto Skutsch, professor of Latin, University College, London

*Stephen Smale, professor of mathematics, Columbia University

*M. Brewster Smith, professor of psychology, University of California (Berkeley)

Josef Smolik, professor of Comenius Theological Faculty, Prague

*Richard L. Solomon, professor of psychology, University of Pennsylvania

John M. Spencer, chairman, Vermont State Democratic Committee

Hans H. Staub, professor of physics, Physik-Institut de Universitat Zurich

John Joseph Stoudt, author, lecturer

Andrew Streitwieser, associate professor of chemistry, University of California (Berkeley)

Norman Thomas, Socialist leader

Richard H. T. Thompson, lecturer in sociology, Canterbury University, Christchurch, New Zealand

*James Tobin, professor of economics, Yale University

*Robert C. Weaver, administrator, U. S. Housing and Home Finance Agency

Charles Weber, director of religious relations, AFL-CIO

*Samuel I. Weissman, professor of chemistry, Washington University (St. Louis)

†Josh White, folk singer

Walter B. Woodward Jr., executive secretary, Brotherhood of Locomotive Firemen and Enginemen, Pennsylvania Railroad Lines, East

*Philips Visitor

**Shipley Lecturer

***Rhoads Lecturer

†Art Series

††Journalism Series

MORRIS INFIRMARY

1962-63

House Patients

Upper respiratory infections	10	
Gastro-intestinal infections	11	
Infectious mononucleosis	7	
German measles	1	
Miscellaneous	14	
Total house patients		43
Number of days:	132	

Dispensary Patients

Upper respiratory infections	1358	
Gastro-intestinal infections	193	
Influenza vaccines	416	
Other vaccines	106	
Allergy	198	
Miscellaneous	1412	
Total dispensary patients	3683	
Total patients		3726

Specialties included in above report

Broken teeth	3
Lacerations (sutured)	12

Surgical—Bryn Mawr Hospital

Fractures	12
Spleenectomy	1
Appendectomy	1
Tendon repair	2
Kidney injury	1
Back injury (traction)	1

Medical—Bryn Mawr Hospital

Pneumonia	1
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WILLIAM W. LANDER, M.D.

[TWENTY-FOUR

PUBLICATIONS AND ACTIVITIES OF THE FACULTY

1962-63

ASHMEAD, JOHN, JR.

Books: The Mountain and the Feather, Popular Library, 1962 [reprint].

Articles: "The Life of a Composition Class," Journal of the Conference on College Composition and Communication, Vol. 13, pp. 20-25, December 1962.

"Japanese-American Cultural Interaction," *Yearbook of Comparative and General Literature*, Vol. 11, pp. 211-219, 1962.

"Teaching the Writing of Fiction," *Journal of the Conference on College Composition and Communication*, Vol. 14, pp. 15-19, February 1963.

"The Man With Only One Suit," *Harper's Magazine*, Vol. 226, pp. 65-72, April 1963.

Editorial Work: Committee for Definitive Editions of American Literary Classics, Modern Language Association.

Lectures: "Creative Writing" and "Teaching American Literature Using the Carnegie Collection of Color Slides," British Council Conference on Teaching English Literature Overseas, King's College, Cambridge, England, July 17, 1962; "Teaching the Novel in the Secondary School, Some New Suggestions," Secondary School Association of Pennsylvania, The Hill School, Pa., November 14, 1962; "Composition for the Gifted; Creative Writing," National Council of Teachers of English, Miami Beach, Fla., November 22, 1962; "Proposals for an American Studies Center in Asia," Modern Language Association, American Studies Association Executive Council, Washington, D. C., December 27, 1962; "Western Pennsylvania; Early Literature and Legends," Wyomissing Library Association, Wyomissing, Pa., February 27, 1963; "New Developments in the Humanities at Haverford," Haverford College Alumni Association, Los Angeles, Cal., March 20, 1963; "The Study of Literature and Freshman English," Conference on College Composition and Communication, Los Angeles, Cal., March 21, 1963; "Quaker Plain Style in Prose," American Studies Association of the Middle Atlantic States, Haverford College, Pa., April 20, 1963.

Member, Board of Directors, Main Line School Night Association, Radnor, Pa.

Member, National Advisory Council for Teaching English as a Foreign Language, Washington, D. C.

British Council Conference on Teaching English Literature Overseas, King's College, Cambridge, England (sent as delegate from the Center for Applied Linguistics, Washington, D. C.)

Modern Language Association delegate to the American Academy of Political and Social Science annual meeting, Philadelphia, Pa.

American Studies Association—Asia Foundation Committee for Awards of Travel Grants to Asian Scholars, Philadelphia, Pa.

BELL, PHILIP W.

Monographs: Private Capital Movements and the U.S. Balance-of-Payments Position, Joint Economic Committee Monograph, Congress of the United States, 1962.

Articles: "Taxation on Private Investments Abroad—Economic Aspects," Proceedings of the 1962 Institute on Private Investments Abroad, Matthew Bender, 1962.

"Direct and Indirect Business Taxes, Differing National Tax Structures, and the Concept of Tax Neutrality," *Proceedings of the 1962 Annual Conference on Taxation*, National Tax Association, May 1963.

"Comments on Our Balance-of-Payments Problem," *Proceedings of the 1962 Annual Meetings*, National Finance Association, May 1963.

Reviews: William Diebold, Jr., "The Schuman Plan: A Study in Economic Cooperation 1950-1959," Review of Economics and Statistics, Vol. 45, No. 1, pp. 105-6, February 1963.

Lectures: "Errors and Omissions and their Implications for Statistics of International Short-term Capital Flows," U. S. Treasury Department Conference, July 1962; "Interest Rate Changes and Short-term Capital Flows," testimony before Joint Economic Committee, U. S. Congress, Washington, D. C., August 1962; "Direct and Indirect Taxes and the Concept of Tax Neutrality among Nations," National Tax Association, Miami, Fla., September 1962; "Theory and Measurement of Business Income—Where Do We Stand?," American Accounting Association, Northeast Regional Conference, Cambridge, Mass., October 1962; "On Measuring the Balance-of-Payments Effects of Private Capital Movement," Harvard Economics Seminar, Cambridge, Mass., November 1962; "The Problem of Export Subsidies," U. S. Treasury Department Conference, Washington, D. C., November 1962; "Possible Measures to Improve our Balance-of-Payments Position," testimony before Joint Economic Committee, U. S. Congress, Washington, D. C., December 1962; "Comments on Postwar International Capital Flows," American Finance Association, Pittsburgh, Pa., December 1962; "Methods of Stimulating Private Investment in Less Developed Countries," U. S. Treasury Department Conference, Washington, D. C., February 1963; "Some Issues Involved in NDEA," Student Council Conference, Haverford College, February 1963; "The Growth Problem in the United States," League of Women Voters, Haverford, Pa., February 1963; "Foreign Aid, Private Capital, and the Balance of Payments," public lecture, Boston College, Boston, Mass., February 1963; "The European Common Market—Issues for the United States," Parent Teachers Association meeting, Wayne, Pa., February 1963; "On Widening the Gold Points," U. S. Treasury Department Conference, Washington, D. C., April 1963; "The Workings of the American Economy," Baldwin School, Bryn Mawr, Pa., April 1963.

Consultant, Rockefeller Foundation.

Consultant, U. S. Treasury Department.

Visiting Professor, University of Pennsylvania, spring 1963.

Member, committee in charge of formulating Foreign Service Examination and Graduate Record Examination in Economics, Educational Testing Service.

Member, International Conferences and Seminars Program Committee, American Friends Service Committee.

Democratic Committeeman, Fourth Ward, Haverford (Pa.) Township.

BENHAM, THOMAS A.

Articles: "Satellite Tracking at Haverford College," *Haverford Horizons*, Vol. 4, No. 2, December 1962.

Editorial Work: Editor and Manager of *Science for the Blind*.

Lectures: "Electronic Travel Aids for the Blind," Franklin Institute, Philadelphia, Pa., November 1962; "Satellite Tracking at Haverford College," Hi 12, Business Men's Club of Philadelphia, Pa., December 6, 1962; "Satellite Tracking at Haverford College," Physics Club of Philadelphia, Pa., May 16, 1963; "Satellite Tracking at Haverford College," Red Benson Show, WPEN, Philadelphia, Pa., June 5, 1963; "Taking the Hard to Take Courses," Conference of Counselors for the Blind, Reading, Pa., June 4, 1963.

Fellow, Institute of Radio Engineers.

Chairman of the Board, Philadelphia Association for the Blind.

Principal Investigator, Research on Travel Aids for the Blind.

Haverford College Institute of Radio Engineers representative, 1958 to date.

Member, Committee for Research on Problems Associated with Blindness.

Member, Governor's Committee on Employment of the Handicapped.

Chairman, Committee for Selection of Books on the Physical Sciences.

Continued activity in study of space communications and tracking.

Conferee, Conference on Nine-Dot Braille System, New York, N. Y., July 6, 1962.

Community service award from Chapel of Four Chaplains, August 1962.

BENNETT, PETER G.

Lectures: "The Feeling that a Dream Will Come True," Philadelphia Psychoanalytic Society, Philadelphia, Pa., May 15, 1963.

Member, Philadelphia Psychoanalytic Society, Philadelphia, Pa.

Member, American Psychiatric Association, Washington, D. C.

Member, Philadelphia Psychiatric Society, Philadelphia, Pa.

Instructor, University of Pennsylvania School of Medicine, Department of Psychiatry, Section for Preventive Psychiatry, Philadelphia, Pa.

BORTON, HUGH

Lectures: "Asian Studies in the Undergraduate Curriculum," State Department of Education, The College and World Affairs, Albany, N. Y., October 26, 1962; "Report on U. S.-Japanese Cultural Interchange," Conference on Japan, Princeton, N. J., November 16, 1962; at Westtown School, Westtown, Pa., Symposium on Japan, February 27, 1963; "The Expansion Program of Haverford College," Red Benson Show, WPEN, Philadelphia, Pa., March 13, 1963; "Federal Aid and Private Secondary Schools," Philadelphia Yearly Meeting, Committee on Education, Philadelphia, Pa., April 26, 1963; "The Challenge of Quaker Ideals," dedication, Atlantic City Friends School, Atlantic City, N. J., May 5, 1963; "New Broader Horizons," baccalaureate address, Slippery Rock State College, Slippery Rock, Pa., May 19, 1963.

Vice President, Trustee, Japan Society, Inc.

Member, Board of Directors: American Friends Service Committee, Japan International Christian University Foundation, Penjerdel, World Affairs Council of Philadelphia.

Chairman, Commission on Academic Freedom and Tenure, Association of American Colleges.

Member, Middle States Association Evaluation Team, Hobart and William Smith Colleges, Geneva, N. Y., February 10-13, 1963.

Member, Executive Committee, Foundation for Independent Colleges.

Life Fellow, International Institute of Arts and Letters.

Member: The Century Club; Association for Asian Studies; Committee on the College and World Affairs; American Friends Service Committee Prison Service Committee.

Moderator, Symposium on Japan, Westtown School, Westtown, Pa., February 27, 1963.

Chairman, Japanese Studies in the United States Conference, Ann Arbor, Mich., May 26, 1963.

BREWSTER, R. WALLACE

Books: *Government in Modern Society*, Houghton Mifflin Company, Boston, Mass., 2d ed., 1963.

Articles: "The Tribunaux Administratifs of France: A Venture in Adjudicative Reorganization," *Journal of Public Law*, Vol. 11, No. 2, winter 1962-63, pp. 236-259.

Lectures: "Government, Business, and Society," seminar on Executive Leadership Conference on Public Affairs, Brookings Institution, Washington, D. C., October 5, 1962; "Government in a Free Society," seminar on Executive Leadership Conference on Public Affairs, Brookings Institution, Williamsburg, Va., January 7, 1963; "The Modern Democratic State," seminar on Executive Leadership Conference on Public Policy, Brookings Institution, Williamsburg, Va., February 11, 1963.

BRONNER, EDWIN B.

Books: William Penn's "Holy Experiment," the Founding of Pennsylvania, 1681-1701, Columbia University Press (Temple University Publication), 1962.

Articles: "Legal History in American History Journals," *American Journal of Legal History*, Vol. 6, No. 3, p. 310, July 1962.

"'I Refuse to Testify': 1800 and Since," *The Social Studies*, Vol. LIII, No. 7, pp. 257-263, December 1962.

"Friends and Business," *Friends Journal*, Vol. 9, No. 7, pp. 150-151, April 1, 1963.

Reviews: D. F. Fleming, "The Cold War and Its Origins, 1917-1960," *Friends Journal*, Vol. 8, No. 16, p. 354, August 15, 1962.

John E. Pomfret, "The Province of East New Jersey, 1609-1702," *Pennsylvania Magazine of History and Biography*, Vol. LXXXVII, No. 1, pp. 92-94, January 1963.

Kenneth L. Carroll, "Joseph Nichols and the Nicholites," *Pennsylvania Magazine of History and Biography*, Vol. LXXXVII, No. 2, pp. 229-230, April 1963.

Vincent Buranelli, "The King and the Quaker," *Friends Journal*, Vol. 9, No. 10, p. 228, May 15, 1963.

Sydney V. James, "A People Among Peoples;" Dietmar Rothermund, "The Layman's Progress, Religious and Political Experience in Colonial Pennsylvania," *Quaker History*, Vol. 52, No. 1, pp. 41-44, spring 1963.

Editorial Work: "Articles in Quaker Periodicals," *Quaker History*; editorial board, *American Journal of Legal History*.

Lectures: "Quaker Plainness in Meeting House Architecture," American Studies Association, Middle Atlantic Area, Haverford, Pa., April 20, 1963; lectures on Quaker history at Friends Select School, Haverford Friends School, Bryn Mawr School and at Central Philadelphia, Haverford, Radnor, and Southampton Friends Meetings.

Member, Montgomery County Board of Public Assistance.

Director, Friends Historical Association.

Chairman, International Centers Committee, American Friends Service Committee.

Member, International Service and Affairs Executive Committee, and of the Young Services Executive Committee, American Friends Service Committee.

Vice-Chairman and co-chairman of the Executive Committee, Friends World Committee, American Section.

Philadelphia Yearly Meeting: Civil Liberties Committee, Japan Committee, Arch Street Exhibits and Visitors Committee, and Committee on Records.

BUTMAN, ROBERT H.

Editorial Work: Research and script for the NBC Emmy nomination documentary, "Shakespeare: Soul of an Age," televised November 30, 1962.

Lectures: Series of nine lectures on great books of western civilization for the Washington Book Club, Washington, D. C.; "The Philosophy of Christopher Fry," Rudolf Steiner College, Gloucestershire, England, July 1962; "Shakespeare's 'All's Well, That Ends Well,'" The Hathaway Shakespeare Club, Philadelphia, Pa., March 7, 1963; "Teilhard de Chardin and Christopher Fry," Eastern Baptist College, Wayne, Pa., March 21, 1963.

Produced and directed G. B. Shaw's "A Village Wooing," Swarthmore College, February 28, 1963.

CADBURY, HENRY J.

Reprint: *Jesus: What Manner of Man*, The Macmillan Company, 1947, S.P.C.K., 1962.

Parts of Books: "Acts of the Apostles," *The Interpreter's Dictionary of the Bible*, Vol. I, pp. 28-42, Abingdon Press, 1962.

Foreword to *The Civil War Diary of Cyrus Pringle*, Pendle Hill Pamphlet 122, pp. 3-6, 1962.

Foreword to Kenneth L. Carroll, *Joseph Nichols and the Nicholites*, Easton Publishing Company, Easton, Md., pp. xi-xii, 1962.

Foreword to Rufus M. Jones, *Quakerism, a Spiritual Movement*, Philadelphia Yearly Meeting of Friends, pp. v-vii, 1963.

Epilogue to Rufus M. Jones, *Spirit in Man*, reprinted, Peacock Press, Berkeley, Cal., pp. 73-77, 1963.

Introductory Essay on the Influence of the Journal, *The Journal of George Fox*, edited by Rufus M. Jones, reprinted in Capricorn Books, G. P. Putnam's Sons, pp. 7-20, 1963.

Articles: "The Unappreciated Paul," *Friends Journal*, Vol. 8, pp. 408-411, 1962.

"His Very Name was Congenially Unusual," *Haverford Horizons*, Vol. 4, No. 2, pp. 5, 23, December 1962.

"Shadows of Boston Gallows," *Journal of Friends Historical Society*, Vol. 50, pp. 4-8, 1962.

"George Fox to Margaret Fox," *Journal of Friends Historical Society*, Vol. 50, pp. 14-16, 1962.

"A Proper Name for Dives," *Journal of Biblical Literature*, Vol. 81, pp. 399-402, 1962.

"Rufus Jones and the A.F.S.C.," *Quaker Life*, Series IV, pp. 10-11, 1963.

"The Exegetical Conscience," *The Friends Quarterly*, Vol. 14, pp. 291-295, June, 1963.

Reviews: William Kellaway, "The New England Company, 1649-1776; Missionary Society to the American Indians," *International Review of Missions*, Vol. 52, pp. 88-89, 1963.

Editorial Work: "Briefer Notices" and "Research in Progress," *Quaker History*; "Letters from the Past," occasional column in *Friends Journal*.

Lectures: Mary Farnum Brown Library Lectures, Haverford College (2); Garrett Biblical Institute, Evanston, Ill.; Friends Meeting, Evanston, Ill. (3); University Friends Meeting, 57th Street, Chicago, Ill.; Chicago Quarterly Meeting; Meeting Forums at School Lane, Germantown, Pa. (2); at Swarthmore, Pa.; at Stony Run, Baltimore, Md.; at Lansdowne, Pa.; at Radnor, Pa.; at Wrightstown, Pa.; at Abington, Pa.; at Stamford, Conn.; and at Central Philadelphia, Pa. (3); Friends Historical Association, Philadelphia, Pa. (sesquicentennial of Twelfth Street Meeting House); Friends World Committee, Haverford, Pa. (centennial of Rufus M. Jones' birth); South Central Yearly Meeting, near Dallas, Tex. (2); Corinthian Club, Bryn Mawr Presbyterian Church, Bryn Mawr, Pa.; First Baptist Church, Philadelphia, Pa. (4); Church Club of Philadelphia, Pa.; Friends School, Moorestown, N. J.; Moorestown Friends Meeting Men's Group, Moorestown, N. J.

Preaching Engagements: Unitarian Church, Germantown, Philadelphia, Pa.; Main Line Unitarian Church, Devon, Pa.; Wilmington College, Wilmington, O. (baccalaureate service).

Trustee and Chairman of Board of Directors, Bryn Mawr College.

Honorary Chairman, American Friends Service Committee.

Director, Friends Historical Association.

Member, American Standard Bible Committee.

Clerk, Philadelphia Yearly Meeting on Worship and Ministry (until April 1, 1963).

Adjunct Professor of Religion, Temple University (autumn semester).

Lecturer, Pendle Hill (winter and spring terms).

CADBURY, WILLIAM E., JR.

Lectures: "Intercollege Cooperation," Ohio Northern University, Ada, O., March 16, 1963; "Haverford Today—and Hopes for Tomorrow," Haverford alumni, Seattle, Wash., March 24, 1963; "The Problems and Pleasures of a Small College," KRAB, Seattle, Wash., April 16, 1963 and repeated May 7, 1963 as "Academic Freedom."

Chairman, College Committee on Outstanding Students.

Chairman, American Conference of Academic Deans, January 1962-January 1963.

Member, Board of Directors, Main Line Council on Alcoholism.

Member, Committee in Charge of Westtown School.

Consultant, Workshop on Liberal Arts Education of the Danforth Foundation, June 21-27, 1963.

CARY, JOHN R.

Lectures: "Contemporary Germany in the Eyes of its Writers," American exchange students of the School Affiliation Service, American Friends Service Committee, Pendle Hill, September 1962; "A Quaker College in Theory and Practice," Quaker Haus, Vienna, Austria, March 1963.

Member, Board of Managers, Pendle Hill.

Member, School Committee, Haverford Friends Meeting.

Member, Board of Managers, Friends Program for Teacher Training.

CHESICK, JOHN P.

Articles: "Mercury Photosensitized Interaction of Ethylene with 2,2-Dideuteriopropene," *Journal of the American Chemical Society*, Vol. 84, p. 2448, 1962.

with Marcel Halberstadt, "The Kinetics of the Thermal Isomerization of (2, 1, 0) Bicyclopentane," *Journal of the American Chemical Society*, Vol. 84, p. 2688, 1962.

"The Kinetics of the Thermal *cis-trans* Isomerization of 2-Methyl (2, 1, 0) Bicyclopentane," *Journal of the American Chemical Society*, Vol. 84, p. 3250, 1962.

with K. N. Klump, "The Thermal Isomerization of Tropilidene," *Journal of the American Chemical Society*, Vol. 85, p. 130, 1963.

Reviews: F. Daniels, J. Williams, P. Bender, R. Alberty, and C. Cornwell, "Experimental Physical Chemistry," *Journal of Chemical Education*, Vol. 40, p. A406, 1963.

J. Rose, "Dynamic Physical Chemistry. A Textbook of Thermodynamics, Equilibria and Kinetics," *Journal of Chemical Education*, Vol. 39, p. 434, 1962.

Lectures: "Kinetics of the Thermal Interconversion of 2-Methyl Methylenecyclopropane and Ethylenecyclopropane," 144th National American Chemical Society meeting, Los Angeles, Cal., April 3, 1963; "Reactions of Electronically Excited Ethylene," Bryn Mawr College Chemistry Colloquium, May 10, 1963.

Member, American Chemical Society.

Member, American Physical Society.

Member, Sigma Xi.

Member, American Association of University Professors.

COMFORT, FORREST D.

Lectures: "Psychological Considerations in Preparation for Community Development Work in Latin America," at orientation sessions for the Latin America volunteers for work with the American Friends Service Committee, Pendle Hill, July 6, 1962.

Chairman, Latin America Committee of the American Friends Service Committee.

COMFORT, HOWARD

Articles: "Roman Ceramics in Spain," *Archivo español de Arqueologia*, Vol. 34, Nos. 103-104, pp. 3-17, 1961 [1962].

"An Italian Sigillata Crater in Britain," *Hommages à Albert Grenier* [Collection *Latomus LVIII*], Vol. 1, pp. 448-456, 1962.

"Late Ateius Signatures," *Acta Rei Cretariae Romanae Fautorum* 4, pp. 5-25, 1962 [1963].

"Terra Sigillata, especially in Spain and Portugal," *Yearbook of the American Philosophical Society*, 1962, pp. 504-507, 1963.

"Some Notes on a Visit to Southern France, Spain and Portugal," (pt. 2), *Communications Rei Cretariae Romanae Fautorum*, Vol. 3, Nos. 1/2, pp. 1-4.

Reviews: D. Baatz, "Mogontiacum, Neue Untersuchungen am Römischen Legionslager in Mainz," *American Journal of Archaeology*, Vol. 67, pp. 318-319, 1963.

Lectures: "Worship and Ministry," Adult Forum, Middletown Meeting, Langhorne, Pa., May 12, 1963; "Collegiate Elementary Latin Again," University of Kentucky Foreign Language Conference, Lexington, Ky., April 26, 1963; "A Quickie Course in College-Level Beginning Latin," National Education Association National Commission on Teacher Education and Professional Standards Conference, Columbus, O., June 26, 1963.

President, American Philological Association.

President, *Rei Cretariae Romanae Fautores*.

Member, Board of Managers, Moore College of Art, Philadelphia, Pa.

Member, Continuing Committee on Worship and Ministry, Philadelphia Yearly Meeting.

Juror, Prix pour 1963 de l'Union des Fabricants pour la Protection Internationale de la Propriété Industrielle et Artistique.

DAVENPORT, GUY M., JR.

Books: *The Intelligence of Louis Agassiz: A Specimen Book of His American Prose*, Beacon Press, 1963.

Parts of Books: Illustrations for Hugh Kenner's *The Stoic Comedians*, Beacon Press, 1962.

Articles: "National Poetry Festival: A Report," *National Review*, January 15, 1963.

Reviews: Arthur and Barbara Gelb, "O'Neill," *National Review*, August 14, 1962.

"Magic Realism in Prose," a review of James Baldwin, "In Another Country," Philip Roth, "Letting Go," and Herbert Gold, "The Age of Happy Problems," *National Review*, August 28, 1962.

John Brown, "The Displaced Person's Almanac," *National Review*, September 25, 1962.

"Jungles of the Imagination," a review of James Jones, "The Thin Red Line," William Golding, "The Inheritors," John Wain, "Strike the Father Dead," *National Review*, October 9, 1962.

Jack Kerouac, "Big Sur," *National Review*, October 23, 1962.

"Violin, Meerschaum, and Bradshaw," a review of William S. Baring-Gould, "Sherlock Holmes of Baker Street," *National Review*, November 6, 1962.

Elsbeth Huxley, "On the Edge of the Rift: Memories of Kenya," *National Review*, November 20, 1962.

Van Wyck Brooks, "Fenollosa and His Circle," *National Review*, December 4, 1962.

"A Masterpiece and Some Christmas Books," *National Review*, December 18, 1962.

"The Dust Witch, The Red October Moon," a review of Richard Stern, "In Any Case," Shirley Jackson, "We Have Always Lived in the Castle," and Ray Bradbury, "Something Wicked This Way Comes," *National Review*, December 31, 1962.

"Three Miscellanies," a review of John O'Hara, "The Cape Cod Lighter," James Purdy, "Children Is All," and Giuseppe di Lampedusa, "Two Stories and a Memory," *National Review*, February 26, 1963.

"Novels with Masks," a review of Gunter Grass, "The Tin Drum," J. A. Cuddon, "A Multitude of Sins," and John Updike, "The Centaur," *National Review*, April 9, 1963.

Kay Boyle, "The Smoking Mountain," *National Review*, April 9, 1963.

"Midas's Grandchildren," a review of Joan Didion, "Run River," *National Review*, May 7, 1963.

Iris Murdoch, "The Unicorn," *National Review*, June 18, 1963.

Leslie Fiedler, "The Second Stone," *National Review*, June 4, 1963.

Marianne Moore, "The Absentee," *National Review*, February 26, 1963.

Translations: "Fourteen Fragments of Archilochos," *Poetry*, Vol. 101, No. 6, March 1963.

Lectures: "The Structure of Ezra Pound's 'Cantos'," Queens College, July 7, 1962.

DAVIDON, WILLIAM C.

Articles: "Computer Analysis of the Algebra of Relations," *Argonne National Laboratory Technical Report*, No. 38, 1962.

Editorial Work: Referee, *American Journal of Physics*.

Lectures: "Nuclear Science and Moral Values," West Virginia State College, Institute, W. Va., November 2, 1962; "Accidental War," Women's International League for Peace and Freedom, Moorestown, N. J., November 11, 1962; "Accidental War,"

Committee for SANE Nuclear Policy, Philadelphia, Pa., November 13, 1962; "Measurement in Relativistic Quantum Mechanics," Florida State University, Tallahassee, Fla., February 21, 1963; "Undergraduate Physics Teaching," Florida State University, Tallahassee, Fla., February 23, 1963; "Ethics and Science," ABC Television Program, March 24, 1963; "Nuclear Test Ban—Reality or Illusion," Farleigh Dickinson University, Teaneck, N. J., April 25, 1962; "Modern Physics," Putney School, Putney, Vt., April 27, 1963.

Faculty, International Affairs Seminar, American Friends Service Committee, Studley, England, August 1962.

Participant, Tenth Pugwash Conference of Scientists on World Affairs, London, England, September 1962.

Honors Examiner, Swarthmore College, Swarthmore, Pa., May 1963.

Participant, Wingspread Symposium on Arms Control, University of Wisconsin and the Johnson Foundation, Racine, Wisc., June 6-7, 1963.

Peace Education Committee, American Friends Service Committee.

Vice President, Society for Social Responsibility in Science.

DAVISON, JOHN H.

First Performances of Compositions: Trio-fantasia for violin, cello, and piano, Cornell University, Ithaca, N. Y., August 7, 1962.

Two Songs to Sacred Texts, Philadelphia Art Alliance, Philadelphia, Pa., November 1, 1962.

Anthem: *Blessed Be the God and Father of Our Lord* (commissioned by the Walter E. Rahel Memorial Fund), Bryn Mawr Presbyterian Church, Bryn Mawr, Pa., November 18, 1962.

Program chairman, Philadelphia Chapter of National Association for American Composers and Conductors.

Member, Board of Directors, Philadelphia Composers' Forum.

DESJARDINS, PAUL J. R.

Editorial Work: Advisor, St. Augustine De Libero Arbitrio, for Liberal Arts Press.

Lectures: "The Greek Mind," Logos, Holy Family College, Philadelphia, Pa., October 1962; "The Plague," Bryn Mawr Interfaith Association, Philadelphia, Pa., November 1962.

Central Committee and Board of Directors, Society on Religion in Higher Education.

National Selection Committee, Danforth Graduate Fellowship Program.

Faculty Seminar in Oriental Thought, Columbia University, New York, N. Y.

Started Haverford College collection of non-western art.

DIAMANT, ALFRED

Books: with Byrum Carter, *Problems of the Soviet Union and Communism: A Study Guide*, American Political Science Association, Washington, D. C., 1962.

Parts of Books: Chapter, "The Bureaucratic Model: Max Weber Rejected, Rediscovered, Reformed," *Papers in Comparative Public Administration*, University of Michigan, Institute of Public Administration, Ann Arbor, Mich., 1962, pp. 59-96.

Articles: "Evolutionary Models for Political Development," paper read before American Society for Public Administration, Washington, D. C., April 1963.

Reviews: Kurt L. Shell, "The Transformation of Austrian Socialism," *The Journal of Politics*, Vol. 24, No. 4, pp. 769-770.

Editorial Work: Rendered editorial judgment for Frederick A. Praeger, Inc., New York, N. Y.

Lectures: "Recent Developments in Comparative Politics," regional seminar, American Political Science Association, Syracuse, N. Y., August 1962; "Administration and Political Development: Some Preliminary Considerations," University of Michigan Chapter, American Society for Public Administration, Ann Arbor, Mich., November 1962; "Comparative Politics: The Next Decade," regional seminar, American Political Science Association, Knoxville, Tenn., June 1963.

Member, summer research seminar in administration and development, sponsored by Ford Foundation, June-August 1963 at Indiana University, Bloomington, Ind.

Member, Program Committee administering Ford Foundation grant in administration and development, 1962-1965.

Member, Comparative Administration Group, American Society for Public Administration.

Member, Selection Committee for Region IV, Woodrow Wilson National Fellowship Foundation.

Member, panel on teaching about communism in the high schools, American Political Science Association, Washington, D. C., September 1962.

President, Haverford College Chapter, American Association for University Professors.

Member, Committee on International Affairs, American Jewish Congress.

Member, Conference Group, Central European Historians.

DUNATHAN, HARMON C.

Articles: with W. Elliott, "The Structure of the Dimer of 2,2,4-Trimethyl-1,2-Dihydroquinoline," *Tetrahedron*, Vol. 19, pp. 833-838, June 1963.

"The Stereochemistry of Menthol," *Journal of Chemical Education*, Vol. 40, pp. 205-6, April 1963.

Lectures: "Reactions of Dihydroquinolines," Bryn Mawr Chemistry Colloquium, Bryn Mawr, Pa., November 1962; with E. J. Zobian and W. S. Kelley, "The Aromatization of Dihydroquinolines by loss of the elements of a Hydrocarbon," paper read before 144th meeting, American Chemical Society, Los Angeles, April 5, 1963.

Member, Danforth Conference Team, Colorado Springs, Colo., 1962.

National Science Foundation Science Faculty Fellow at Stanford University, Cal., 1963-64.

FINGER, IRVING

Articles: with C. Heller and J. P. Smith, "Immunogenetic analysis of proteins of Paramecium III. A method for determining relationships among antigenetic proteins," *Journal of Molecular Biology*, Vol. 6, pp. 182-189, March 1963.

with C. Heller, "Immunogenetic analysis of proteins of Paramecium IV. Evidence for the presence of hybrid antigens in heterozygotes," *Journal of Molecular Biology*, Vol. 6, pp. 190-202, March 1963.

"Immunology" *Collier's Encyclopedia*, Vol. 12, 1962.

GLICKMAN, HARVEY

Parts of Books: Chapter, "The Roots of Crisis in the Congo," *New Forces in Africa*, Public Affairs Press, 1962, pp. 67-87.

Articles: "Introduction to Political Africa," *Journal of Modern African Studies*, Vol. 1, No. 2, June 1963.

Reviews: Various books on Africa reviewed in "Books" section of *Africa Report*, July 1962.

Editorial Work: Book Editor *Africa Report*, July 1962.

Lectures: "Political Science Research in Africa," African Studies Association, Washington, D. C., October 20, 1962; "Research on Public Opinion in Tanganyika," Government Area Secretaries-in-Training, Area Magistrates-in-Training, Institute of Public Administration, University College, Dar es Salaam, Tanganyika, April 12-13, 1963; "Political Research in Tanganyika," Local Government Executive Officers, Local Government Training Center, Mzumbe, Tanganyika, May 10, 1963; "Political Ideology in Tanganyika," Kivukoni College, Dar es Salaam, Tanganyika, May 28, 1963; "Social Research," Dar es Salaam Technical College, Dar es Salaam, Tanganyika, June 8, 1963; "Culture and Politics in USA," *Kusadikika*, Swahili Cultural Center, Dar es Salaam, Tanganyika, June 13, 1963.

Visiting Scholar, Columbia University, fall 1962.

Consultant, RAND Corporation, African-American Institute, 1962.

Ford Foundation Area Training Fellow in Africa.

GREEN, LOUIS C.

Lectures: "Some Wave Functions of Astrophysical Interest," Theoretical Astrophysics Seminar, Institute for Advanced Study, Princeton, N. J., April 8, 1963; "Wave Functions for Excited States in H-, He and Li+," Theoretical Chemistry Colloquium, Princeton University, Princeton, N. J., May 16, 1963.

Member, Committee on the Line Spectra of the Elements of the National Research Council, Washington, D. C.

Member, Commission 14, Fundamental Spectroscopic Data, International Astronomical Union.

GUTWIRTH, MARCEL M.

Articles: "The Role of the Intellectual," *The Earlham Review*, Vol. VI, No. 1, pp. 20-24, November 1962.

Lectures: "The Role of the Intellectual," Earlham College Convocation, October 4, 1962; "Jean-Paul Sartre à l'école de Pierre Corneille," Greater Philadelphia Chapter, American Association of Teachers of French, Temple University, Philadelphia, Pa., November 9, 1962.

HARE, A. PAUL

Lectures: "Problems in Planning for Utopia: The Role of the Sociologist in the Peace Corps," Pennsylvania Sociological Society, Chambersburg, Pa., October 1962; "Peace Corps in the Philippines: An Opportunity for Service," Collection, Haverford College, January 1963; "A Review of Small Group Research for Group Therapists," 8th annual conference of V. A. Cooperative Studies in Psychiatry, Kansas City, Mo., March 1963; "Factors Associated with Peace Corps Volunteer Success in the Philippines," Eastern Sociological Society, New York, N. Y., April 1963.

Member, American Sociological Association.

Member, Eastern Sociological Society.

Member, Pennsylvania Sociological Society

Member, Board of Directors, Pendle Hill.

Member, VISA Committee, AFSC.

HEISE, GEORGE A.

Articles: with E. Boff, "Continuous avoidance as a base-line for measuring the behavioral effects of drugs," *Psychopharmacologia*, Vol. 3, pp. 264-282, 1962.

with E. Boff, "Attenuation of Tetrabenazine 'Reversal' by chlordiazepoxide hydrochloride," *Federation Proceedings*, Vol. 22, p. 510, 1963.

Lectures: "Operant techniques in psychopharmacology," Psychopharmacology Service Center: Airlie Workshop in Preclinical Psychopharmacology, Airlie House, Warrenton, Va., October 16, 1962; "Animal techniques for evaluating anorexigenic agents," postgraduate course in Animal and Clinical Pharmacological Techniques in Drug Evaluation, sponsored by Section of Clinical Pharmacology, Department of Medicine, Hahnemann Medical College and Hospital, Philadelphia, Pa., February 8, 1963; "Discrete trial double alternation in the rat," Eastern Psychological Association, New York, N. Y., April 12, 1963; "Introduction to Animal Psychopharmacology," Symposium on Psychopharmacology, Glassboro State College, Glassboro, N. J., April 20, 1963; "Behavioral Analysis of Stimulants, Depressants, and Anorexigenics," Psi Chi Lecture, Pennsylvania State University, State College, Pa., May 15, 1963.

Member, Committee on Preclinical Psychopharmacology, Psychopharmacology Service Center, National Institutes of Mental Health.

Member, Program Committee, Division 2, American Psychological Association.

Participant, Conference on Education for Creativity in the Sciences, New York University (Washington Square), N. Y., June 13-15, 1963.

HETZEL, THEODORE B.

Articles: "The Meek Do Not Inherit Alaska," *Indian Truth*, Vol. 39, Nos. 3 & 4, pp. 1-8, autumn 1962.

"Native Land Rights At Minto," *Bulletin*, Alaska Conservation Society, February 1963.

"We Can Learn From American Indians," *Friends Journal*, Vol. 9, No. 2, pp. 34-35, January 15, 1963.

Reviews: "Alaska Task Force Report," *Indian Truth*, Vol. 40, No. 1, pp. 1-3, April 1963.

Lectures: "Indians & Eskimos in Alaska," Mohonk Mountain House, Mohonk, N. Y., September 3, 1962; "American Indians Today," Akiba Academy, Merion, Pa., September 21, 1962; "Indian Lore," (with John Nugent), WCAU, Philadelphia, Pa., October 18, 1962; "American Indians Today," Bartlett Junior High School, Philadelphia, Pa., November 8, 1962; "Navajo Indians," Unitarian Fellowship, Devon, Pa., November 11, 1962; "Indian Religion," Haverford College, Haverford, Pa., November 14, 1962; "Alaskan Quakers," Friends Meeting, Merion, Pa., November 18, 1962; "American Indian Art," Cheltenham High School Night, Philadelphia, Pa., November 19, 1962; "Friends & Indians," Friends Meeting, Kennett Square, Pa., November 24, 1962; "Eskimos and Indians in Alaska," Rotary International, Ardmore, Pa., January 10, 1963; "Education for the Goals You Seek," Peter Doctor Memorial Indian Scholarship Foundation, Irving, N. Y., January 19, 1963; "Indian Children Across the U. S.," Friends Meeting, Germantown, Pa., February 3, 1963; "Eskimos, Indians and Scenic Alaska," YMCA Travel Series, Ardmore, Pa., February 8, 1963; "Alaska's Future," Red Benson Show, WPEN, Philadelphia, Pa.,

February 11, 1963; "Friends and Indians," Friends Meeting, Moorestown, N. J., March 3, 1963; "The American Indian and the American Conscience," Weekend Workcamp, Philadelphia, Pa., March 8, 1963; "Problems in Acculturation of the American Indian," Haverford College, Haverford, Pa., March 12, 1963; "Community and Economic Development," Indian Rights Association, annual meeting, Philadelphia, Pa., April 16, 1963; "Community and Economic Development," Dena' Nena' Henash, Tanana, Alaska, June 6, 1963.

Member, Indian Program, Community Relations, Youth Services, U. S. Projects Committees of the American Friends Service Committee.

Member, Indian Committee and Kinzua Steering Committee of Philadelphia Yearly Meeting of Friends.

Member of Board, Indian Rights Association, Philadelphia, Pa.

Member of Board, Council on Indian Affairs, Washington, D. C.

Member of Board, William Penn Charter School, Philadelphia, Pa.

Member of Board, Emlen Institution, Philadelphia, Pa.

HOLBROW, CHARLES H.

Articles: with J. C. Overly, "The $B^{10}(d,n)C^{11}$ Reaction," *Bulletin of the American Physical Society*, Vol. 7, p. 471, 1962.

with C. H. Poppe and R. R. Borchers, "Neutrons from $D + T$ and $D + H$," *The Physical Review*, Vol. 129, pp. 733-739, 1963.

with H. H. Barschall, "Neutron Evaporation Spectra," *Nuclear Physics*, Vol. 42, pp. 264-280, 1963.

Reviews: E. J. Routh, "A Treatise on Dynamics of a Particle," *American Journal of Physics*, Vol. 31, No. 2, p. 144, 1963.

R. L. Halfman, "Dynamics," *Physics Today*, Vol. 16, No. 2, pp. 66-67, 1963.

L. C. Jackson, "Low Temperature Physics," *American Journal of Physics*, Vol. 31, No. 4, p. 308, 1963.

T. M. Apostol, "Calculus, Volume II," *American Journal of Physics*, Vol. 31, No. 5, p. 401, 1963.

Translations: A. N. Ryazanov, "Enhancement of the Resolving Power of Telescopic Systems Relative to Two Points Greatly Differing in Intensity," *Optika i Spektroskopiya*, Vol. 13, pp. 129-132, 1962.

F. I. Fedorov and A. M. Goncharenko, "Propagation of Light Along the Circular Optic Axes of Absorbing Crystals," *Optika i Spektroskopiya*, Vol. 14, pp. 100-105, 1963.

P. F. Parshin, "Apodization in Fourier-Spectrometry," *Optika i Spektroskopiya*, Vol. 13, pp. 740-745, 1962.

V. P. Koronkevich and E. B. Kolesova, "Determination of the Length of Fabry-Perot Etalons from Fringes of Equal Chromatic Order," *Optika i Spektroskopiya*, Vol. 13, pp. 272-274, 1962.

E. B. Reznikova, V. I. Tyulin and V. M. Tatevskii, "Study of the Temperature Dependence of the Infrared Absorption Bands of Gaseous ¹³-Butadiene," *Optika i Spektroskopiya*, Vol. 13, pp. 364-368, 1962.

P. F. Parshin, "The Instrumental Function in Fourier Spectrometry for the Case of Discrete Analysis," *Optika i Spektroskopiya*, Vol. 14, pp. 388-394, 1963.

V. I. Vettegren and I. I. Novak, "Calculation of the Absorption of a Convergent Light Beam in a Plane Parallel Plate," *Optika i Spektroskopiya*, Vol. 14, pp. 545-552, 1963.

Lectures: "Neutron time-of-flight Spectrometry," University of Pennsylvania, Philadelphia, Pa., October 12, 1962; "Spectroscopy of Evaporation Neutrons," Bryn Mawr College, Bryn Mawr, Pa., December 10, 1962.

Member, American Physical Society.

Member, American Association of Physics Teachers.

HUNTER, HOLLAND

Articles: "Statement at Hearings," *Dimensions of Soviet Economic Power*, U. S. Congress, Joint Economic Committee, pp. 49-55, December 1962.

"Recent Soviet Industrial Output in Rubles," *The ASTE Bulletin*, Vol. V, No. 1, pp. 22-27, winter 1963.

"Union of Soviet Socialist Republic," *Collier's Encyclopedia Yearbook*, pp. 645-653, 1963.

Reviews: Richard Mooresteen, "Prices and Production of Machinery in the Soviet Union, 1928-1958," *Southern Economic Journal*, Vol. XXIX, No. 3, pp. 248-49, January 1963.

Arthur P. Mendel, ed., "Essential Works of Marxism"; Leon Trotsky, "Terrorism and Communism"; and Rosa Luxemburg, "The Russian Revolution," *The Russian Review*, Vol. 22, No. 1, pp. 106-108, January 1963.

G. Warren Nutter, "Growth of Industrial Production in the Soviet Union," *Journal of Business*, Vol. XXXVI, No. 2, pp. 250-251, April 1963.

Editorial Work: Consulting Editor, *Journal of Arms Control*.

Lectures: "The American Economy and Its Transportation," Transportation Center, Northwestern University, Evanston, Ill.; "Soviet Economic Trends," National Defense College, Kingston, Ont.; "The Control of Unknown Arms," International Arms Control Symposium, Ann Arbor, Mich.; "Transportation in Soviet Development," Harvard University, Cambridge, Mass.; "The Control of Unknown Arms,"

Wheaton College, Norton, Mass.; "The Administration of Soviet Plan Priorities," Harvard University, Cambridge, Mass.; "Transportation in a Monitoring System," Arms Control and Disarmament Agency, Washington, D. C.

Member, Board of Directors, American Association for the Advancement of Slavic Studies.

Member, Board of Directors, The Baldwin School.

Member, Board of Directors, The Fountain Valley School.

Member, Grants-in-Aid Committee, Social Science Research Council.

Consultant, The Ford Foundation.

Consultant, The Brookings Institution.

Consultant, The Bendix Corporation.

KENNEDY, GEORGE A.

Books: The Art of Persuasion in Greece, Princeton University Press, 1963.

Articles: "Non-Western Studies: a Challenge to the Classics," Classical Journal, Vol. 58, pp. 157-159, 1963.

Reviews: Vinzenz Buchheit, "Untersuchungen zur Theorie des Genos Epideiktikon von Gorgias bis Aristotles," American Journal of Philology, Vol. 83, pp. 326-329, 1963.

Editorial Work: Associate editor, "A Bibliography of Rhetoric and Public Address for the Year 1961," Speech Monographs, Vol. 29, pp. 147-181, 1962.

Lectures: "Greek Literature," The Baldwin School, Bryn Mawr, Pa., December 5, 1962; "Academic Freedom," Temple University Chapter, American Association of University Professors, Philadelphia, Pa., May 10, 1963.

Member, Haverford Team, Workshop on Liberal Arts Education, Colorado Springs, Colo., June-July 1962.

Member, Regional Selection Committee, Woodrow Wilson National Fellowship Foundation, December 1962-January 1963.

Examiner, Hellenic Tradition Seminar, College of the Holy Cross, Worcester, Mass., May 12, 1963.

Member, Managing Committee, American School of Classical Studies in Athens.

Vice President, Pennsylvania Division, American Association of University Professors.

LESTER, JOHN A., JR.

Editorial Work: Editor, The Wellesley Index to Victorian Periodicals, 1824-1900.

Evaluator, Middle States Association of Colleges and Secondary Schools.

LOCKWOOD, DEAN P.

Editorial Work: Editor, *Bulletin*, Library Associates of Haverford College

Member, Editorial Board for Mediaeval and Renaissance Latin Translations and Commentaries.

Member, Advisory Council, Renaissance Society of America.

LYONS, JAMES W.

Editorial Work: Editor, *Review of Union Special Studies*, published four times annually as a supplement of the *Bulletin of the Association of College Unions*.

Lectures: "The Union Director and His Job," Association of College Unions, The Greenbrier, White Sulphur Springs, W. Va., March 11, 1963.

Chairman, Research Committee, Association of College Unions.

Member, American Personnel and Guidance Association.

Member, American College Personnel Association.

MACCAFFREY, WALLACE T.

Articles: "Elizabethan Politics: the First Decade, 1558-1568" *Past and Present*, pp. 25-42, April 1963.

Reviews: A. L. Rowse, "Raleigh and the Throckmortons," *History*, Vol. XLVII, No. 161, pp. 307-8, October 1962.

Lectures: paper on "Elizabethan Politics: the First Decade, 1558-1568," Anglo-American Conference of Historians, University of London, July 1962; "The Crown and the New Aristocracy in the Renaissance: England," American Historical Association, Chicago, Ill., December 1962.

MACINTOSH, ARCHIBALD

Board of Overseers, the William Penn Charter School.

Member, The College Entrance Examination Board.

Committee on Foreign Student Admission, College Entrance Examination Board.

Conference on Cooperative Plan for Guidance and Admission.

Member, Eastern Group of Admissions Directors.

Member, Association of College Admissions Counselors.

MacKAY, COLIN F.

Articles: with R. Wolfgang, "Phase Independence of Major Reaction Mechanisms of Recoil Carbon Atoms," *Radiochimica Acta*, Vol. 1, p. 42, 1963.

Lectures: "Extremely Reactive Chemical Species Produced in Nuclear Reactions," Symposium on Nuclear and Radiochemistry, American Association for the Advancement of Science, Philadelphia, Pa., December 27, 1962; "Reactions of Carbon Atoms with Simple Organic and Inorganic Molecules," Providence College, Providence, R. I., February 19, 1963; with J. Dubrin and R. Wolfgang, "The Reactions of Atomic Carbon with Inorganic Oxides and with Nitrogen," 144th meeting, American Chemical Society, Los Angeles, Cal., April 15, 1963.

OAKLEY, CLETUS O.

Books: with Carl B. Allendoerfer, *Principles of Mathematics*, Second Edition, McGraw-Hill, 1963.

Editorial Work: American Mathematical Monthly.

Lectures: National Science Foundation lecturer to high school teachers and graduate students, Louisiana State University, Baton Rouge, La., "Boolean Algebra," December 17, 1962, "Abstract Algebra," December 18, 1962, "Calculus," December 19, 1962, "Flexagons," December 19, 1962.

Consultant to National Science Foundation on summer Institutes.

Chairman, Mathematical Achievement Test Committee, College Entrance Examination Board.

Chairman, Committee on Secondary School Lecturers, the Mathematical Association of America.

Mathematical visitor and consultant to Abington Township Senior High School, Abington, Pa.; Rockledge Junior High School, Rockledge, Pa.; Central High School, Philadelphia, Pa.; Shipley School, Bryn Mawr, Pa.

Honors Examiner, Swarthmore College, Swarthmore, Pa.

Visiting Professor, University of Washington, summer 1962.

PARKER, FRANCIS H.

Articles: "A Demonstration of Epistemological Realism," *International Philosophical Quarterly*, Vol. II, No. 3, pp. 367-393, September 1962.

Lectures: "Individual Happiness and Social Service," United States Information Service, Patras, Greece, January 11, 1963; "Are Moral Standards Justifiable?," *Logos Kai Techne*, Heraklion, Crete, February 20, 1963; "The Concept of God in Ancient Greek and Early Christian Philosophy," the Adult Forum of Saint

Andrew's Church, Athens, Greece, February 26, 1963; "Traditional Reason and Modern Reason," Department of Philosophy, Hebrew University of Jerusalem, Jerusalem, Israel, March 4, 1963; "Twentieth Century American Realism," Philosophical Society, Hebrew University of Jerusalem, Jerusalem, Israel, March 6, 1963.

Fellow, American Council of Learned Societies.

Fulbright Research Scholar at the University of Athens, Greece.

Member, Executive Committee of the Eastern Division of the American Philosophical Association.

PERLOE, SIDNEY I.

Editorial Work: Editorial consultant, *Journal of Abnormal and Social Psychology*.

Consultant and member of Motivation Committee, North Philadelphia Redevelopment Program.

PFUND, HARRY W.

Articles: "Zurich's Literary Shrine, the Thomas Mann Archives," *American German Review*, Vol. XXIX, No. 3, pp. 14-17, February-March 1963.

Reviews: F. W. J. Heuser, "Gerhart Hauptmann. Zu seinem Leben und Schaffen," *American German Review*, Vol. XXVIII, No. 6, p. 36, August-September 1962.

Editorial Work: Associate Editor, *American German Review*.

Lectures: "The East German Literary Scene," Philadelphia Chapter, American Association of Teachers of German, German Society of Pennsylvania, Philadelphia, Pa., March 23, 1963.

President, National Carl Schurz Association, Philadelphia, Pa.

Vice President and Chairman, Library Committee, German Society of Pennsylvania, Philadelphia, Pa.

Trustee, Mary E. Seibert Kahl Foundation, Philadelphia, Pa.

Member, Board of Overseers, Erstes Deutsches Reichswaisenhaus, Lahr Black Forest, Germany.

PICKETT, CLARENCE E.

Articles: "Eleanor Roosevelt," *Friends Journal*, Vol. 8, No. 23, pp. 504-505, December 1, 1963.

Chairman, Police Advisory Board, Philadelphia, Pa.

POST, L. ARNOLD

Translation: Menander, *Dyscolus, The Complete Greek Drama*, Vol. 2, pp. 1201-1248, sixteenth printing, 1963, together with three other plays of Menander revised and reprinted.

Articles: "Some Subtleties in Menander's *Dyscolus*," *American Journal of Philology*, Vol. 84, No. 1, pp. 36-51, January 1963.

Editorial Work: Editor, Loeb Classical Library: Diodorus Siculus VIII, Augustine, *City of God II*.

PRUDENTE, ERNEST J.

Chairman, Basketball Games Committee of the Middle Atlantic States Collegiate Athletic Conference.

REESE, WILLIAM H.

Lectures: "The Christmas Theme as Portrayed in the Music of J. S. Bach and His Predecessors," Chestnut Hill Friends Meeting Symposium, December 16, 1962; "Contrasting and Similar Trends in Music History," American Organ Players' Club, Philadelphia, Pa., March 23, 1963.

Harpsichordist in performance of "Messiah," Abington Presbyterian Church, Abington, Pa., March 24, 1963.

Conductor at Eighth Annual Church Music Workshop of the U. S. Army Chaplains at Berchtesgaden, Germany, January 1963.

Member, Music Committee, Philadelphia Art Alliance.

ROSE, EDGAR S.

Articles: "The Student: A Professorial View," *Haverford Horizons*, Vol. 4, No. 1, pp. 3-4, October 1962.

Lectures: "Imagination in Eighteenth Century England," Clarion State College, Clarion, Pa., April 8, 1963.

SANTER, MELVIN

Lectures: "Studies on *E. coli* Ribosomes," University of California, Berkeley, Cal., March 17, 1963; "Studies on Ribosomal RNA of *E. coli*," University of California, San Diego, Cal., May 29, 1963.

National Science Foundation Senior Postdoctoral Fellow, University of California, San Diego, Cal., September 1962-August 1963.

SARGENT, RALPH M.

Reviews: "All's Well, That Ends Well," *Haverford News*, April 8, 1963.

Lectures: "Spring Flora of the Mediterranean," Philadelphia Botanical Club, Academy of Natural Sciences, Philadelphia, Pa., November 15, 1962; "Aspects of Classical Art," Baldwin School, Bryn Mawr, Pa., December 12, 1962.

American Association of University Professors: Committee on Policy and Organization, Nominating Committee, and Panel of Consultants.

Trustee, Highlands Biological Station, Highlands, N. C.

Trustee, Hudson Library, Highlands, N. C.

Vice President, Philadelphia Botanical Club.

SATTERTHWAITE, ALFRED W.

Editorial Work: Reader, The Princeton University Press.

Lectures: "Homer's *Iliad*," The Baldwin School, Bryn Mawr, Pa., May 22, 1963.

Supervisor, College Entrance Examination Board, Haverford, Pa.

SELOVE, FAY AJZENBERG

Books: with T. Lauritsen, *Energy Levels of Light Nuclei—May 1962*, Nuclear Data group, National Academy of Sciences—National Research Council, 1962.

Parts of Books: Two sections: "Determination of the Q value for Nuclear Reactions," "Determination of Nuclear Energy Levels from Reaction Energies," *Methods of Experimental Physics—Nuclear Physics, Volume B*, edited by Yuan and Wu, Academic Press, 1963.

Reviews: Weidner and Sells, "Elementary Modern Physics," *Physics Today*, Vol. 15, No. 12, p. 74, 1962.

Editorial Work: Member, Editorial Board, *Nuclear News*.

Lectures: "Neutrinos," "Elementary Particles," "Physics, A Liberal Art," "Energy Levels of the Light Nuclei," Augustana College, Rock Island, Ill., November 8-9, 1962; "Energy Levels of Nuclei," "Elementary Particles," "Energy Levels of Particles," Juniata College, Huntingdon, Pa., March 5-6, 1963.

Executive Secretary, Committee on Physics Faculties in College.

Consultant, Tandem Laboratory, University of Pennsylvania.

Visiting Scientist, American Institute of Physics.

Grantee, National Science Foundation.

Guest Associate Physicist, Brookhaven National Laboratory.

SHERO, LUCIUS R.

Articles: "Familiar Hymns from the Hebrew and Their Translators," parts II and III, *The Hymn*, Vol. 13, No. 4, pp. 107-112, October 12, 1962, and Vol. 14, No. 2, pp. 53-56, April 1963.

SHOWALTER, ENGLISH, JR.

Articles: "Biographical Aspects of Eluard's Poetry," *Publications of the Modern Language Association*, Vol. LXXVIII, No. 3, pp. 280-286, June 1963.

SMOLENSKY, EUGENE

Articles: "An Interrelationship Among Income Distributions," *Review of Economics and Statistics*, pp. 197-206, May 1963.

Lectures: "Inflation and the Distribution of Income: Political Economy in the Sixties," Americans for Democratic Action, Chicago, Ill., December 8, 1962; "Geography and Poverty," Freshman Class, Haverford College Freshman Week, 1962.

Steering Committee, Committee for Positive Economic Policy.

Chairman, Committee on Local Arrangements, Pennsylvania Association of Economists.

SNYDER, EDWARD D.

Lectures: "The Glory of Poetry," Main Line Unitarian Church, Devon, Pa., January 20, 1963.

SOMERS, ANNE RAMSAY

Books: with H. M. Somers, *Doctors, Patients, and Health Insurance: The Organization and Financing of Medical Care*, Doubleday-Anchor, 1962 (Abridged paperback version of the book published by The Brookings Institution, 1961).

Articles: "Conflict, Accommodation, and Progress: Some Socioeconomic Observations on Medical Education and the Practicing Profession," *Journal of Medical Education*, Vol. 38, No. 6, pp. 466-478, June 1963.

Lectures: "Dr. Jones and Dr. Smith: The Latest Town and Gown Conflict," Association of American Medical Colleges, Teaching Institute, Colorado Springs, Colo., December 10, 1962.

SOMERS, HERMAN M.

Books: with Anne R. Somers, *Doctors, Patients, and Health Insurance: The Organization and Financing of Medical Care*, Doubleday-Anchor, 1962 (Abridged paperback version of the book published by The Brookings Institution, 1961).

Articles: "Organization—Door to Opportunity," *The Civil Service Journal*, Vol. 3, No. 1, pp. 5-8, 15, July-September 1962.

Lectures: "The Impact of Technological and Social Change," WBAI-FM, New York, N. Y., July 26 and 29, 1962; "The Impact of Technological and Social Change," WPFK, Los Angeles, Cal., August 9, 1962; "The Impact of Technological and Social Change," KPFA, Berkeley, Cal., August 16, 1962; "A Formula for Survival," Middle Atlantic Regional Conference of Blue Cross-Blue Shield Public Relations Officers, New York, N. Y., August 17, 1962; "Social Security Developments in Asia," International Labor Office, Geneva, Switzerland, January 17, 1963; "The Physician's Responsibility to the Community," Palo Alto Medical Clinic, Palo Alto, Cal., March 30, 1963; "Human Resources and Economic Development," Ceylon Institute of Management, Colombo, Ceylon, May 2, 1963.

Member, Advisory Council, Department of Politics, Princeton University.

Member, Committee for Medical Development, New York, N. Y.

Member, The President's Committee on the Fiftieth Anniversary of the Department of Labor, Washington, D. C.

Member, Statutory Advisory Council on Social Security, Department of Health, Education, and Welfare, Washington, D. C.

Consultant, Institute of Public Administration, New York, N. Y.

Counselor, International Labor Office, Geneva, Switzerland.

SPIEGLER, GERHARD E.

Lectures: "Subject and Object in Religious Experience," Student Christian Movement, Haverford College and Bryn Mawr College, Bryn Mawr, Pa., October 14, 1962; "Methodological Problems in the Study of Historical Theology," United Theological Seminary, Minneapolis, Minn., December 17, 1962; "Rest and Unrest in Religious Liberalism," Main Line Unitarian Fellowship, Devon, Pa., January 13, 1963; "Central Problems in Contemporary Theology," (series of four lectures), Wayne Baptist Church, Wayne, Pa., March 10, 17, 24, 31, 1963; "Sense and Nonsense in the Claim of Direct Religious Experience," Radnor Friends Meeting, Radnor, Pa., March 17, 1963; "Curriculum Courses in Religion," National Conference of Christian & Jews, Philadelphia, Pa., March 20, 1963.

National Conference of Christians and Jews, theological consultant for series on Religion in Higher Education.

Secretary-Treasurer, American Association of University Professors, Haverford College Chapter.

SPIELMAN, JOHN P., JR.

Books: with Samuel J. Miller, *Cristobal de Rojas y Spinola (1626-1695) Cameralist and Irenicist*, American Philosophical Society, *Transactions*, New Series, Vol. 52, part 5. Philadelphia, Pa., November 1962.

STEERE, DOUGLAS V.

Articles: "Rufus Jones as Scholar and Teacher," *Haverford Horizons*, Vol. 4, No. 2, pp. 3-4, December 1962.

"At My Best in a Classroom," *Quaker Life*, Vol. 4, No. 1, pp. 18-19, January 1963.

"Rufus Jones as Teacher," *The Friend* (London), Vol. 121, No. 6, pp. 155-156, February 8, 1963.

"The Scholarship of Rufus Jones," *The Friend* (London), Vol. 121, No. 7, pp. 188-189, February 15, 1963.

"Ole Olden: Indomitable Norseman," *Friends Journal*, pp. 132-133, March 15, 1963.

"In This We Stand or Fall," *Reconciliation* (London), Vol. 40, No. 5, pp. 88-89, May 1963.

Editorial, *Religion in Life*, Vol. 32, No. 3, p. 332, summer 1963.

Reviews: Julian of Norwich, "Revelations of Divine Love," *Church History*, pp. 461-462, December 1962.

Daniel J. Boorstin, "The Image," *American Oxonian*, Vol. 50, No. 1, pp. 49-50, January 1963.

Henry Clark, "The Ethical Mysticism of Albert Schweitzer," *Union Seminary Quarterly Review*, Vol. 18, No. 3, pp. 284-286, March 1963.

Bernard DuPriez, "Fénelon et la Bible," in *Church History*, pp. 215-216, June 1963.

Editorial Work: Consultant on religious books, Harper and Row. Editorial Board, *Religion in Life*.

Lectures: Five lectures on Christian biography, Union Theological Seminary Summer Institute, New York, N. Y., July 14-18, 1962; "Have We Lost the Art of Contemplation," Institute for Religious and Social Studies, New York, N. Y., November 27, 1962; "Quakers and Contemplation," John H. Morron Lecture, Hamilton College, Clinton, N. Y., December 2, 1962; "Creative Encounter of the World Religions," Calvary Episcopal Church, New York, N. Y., December 12, 1962; "The Holy Spirit," Union Theological Seminary, New York, N. Y., January 21, 1963;

"Development for What?", Earlham College Convocation, Richmond, Ind., January 26, 1963; "The Role of Philosophy in Liberal Arts Education," Earlham College faculty, Richmond, Ind., January 26, 1963; "Philosophy and Maps," Earlham College, Division of Humanities, Richmond, Ind., January 27, 1963; "Pascal: The Grandeur and Misery of Man," Philosophy Club, Earlham College, Ind., January 27, 1963; "Have We Lost the Art of Contemplation," convocation address, Washington and Jefferson College, Washington, Pa., April 10, 1963; "Personal Factor in Conflict Resolution," Workshop on Non-Violence, Princeton, N. J., May 4, 1963; "Creative Encounter of the World Religions," Ursinus College, Collegeville, Pa., May 8, 1963; "Development for What?", Haverford College Sociology Class, May 1963; "Books as Companions," St. John of the Mountain Episcopal Church, Bernardsville, N. J., May 12, 1963; "Role of Attention in Higher Education," Kistler Society, Rosemont College, Rosemont, Pa., May 14, 1963; Commencement address, Biblical Theological Seminary, New York, N. Y., May 20, 1963; Baccalaureate address, Guilford College, Guilford, N. C., June 2, 1963; five lectures on Christian classics, summer symposium, Meredith College, Raleigh, N. C., June 16-21, 1963; five lectures on Christian classics, Friends General Conference Summer Gathering, Traverse City, Mich., June 23-28, 1963; lectures to Quaker Meetings at Norristown, Pa., Radnor, Pa., Willistown, Pa., Westfield, N. J., Lanthorn (Indianapolis, Ind.), Salem Quarterly Meeting, Germantown (Coulter St.), and Plainfield, N. J., at 175th Anniversary ("The Quaker Heritage and the Needs of Our Time").

Preaching Engagements: Central Methodist Church, Detroit, Mich.; North Broadway Methodist Church, Columbus, O.; Duke University, Durham, N. C.; Earlham College, Richmond, Ind.; Connecticut College, New London, Conn.; Germantown Unitarian Church, Philadelphia, Pa.; Methodist Church, High Point, N. C.

Retreats: Delaware Council of Churches, September 12-13, 1962; Dayspring, Md., October 26-28, 1962; Friends Meeting, Indianapolis, Ind., November 9-11, 1962; Episcopal Churchwomen, Diocese of Pennsylvania, Philadelphia, Pa., November 1962; Pendle Hill, February 16-17, 1963; Wainwright House, June 7-9, 1963.

Chairman of Board, Pendle Hill, Wallingford, Pa.

Chairman, American Section, International Fellowship of Reconciliation.

AFSC: Visa Committee, Centers Committee, Quaker United Nations Program Committee.

Trustee, Freundschaftsheim, Buckeberg, Germany; Wainwright House; John Woolman Memorial; Binder Schweitzer Amazonian Hospital Foundation.

Chairman, Cathedral of St. John the Divine Annual Ecumenical Colloquium on "The Idea of Authority," New York, N. Y., July 13, 1962.

Guest participant in colloquium on Intercultural Relations, Princeton Theological Seminary, January 18-19, 1963; Harvard University Roman Catholic-Protestant Colloquium, March 27-30, 1963.

Quaker Visitor to Earlham College, 1963.

SWAN, ALFRED J.

Editorial Work: for *Anthology of Russian Orthodox Church Music*, first volume, The College of the Faith, London and Paris.

Lectures: University of Munich, July 17, 1962; Stevens Library, Munich, Germany, July 19, 1962; lectures on Elizabethan and Jacobean music for University of Aix-Marseille, at Nice, France, July 23-27, 1962; Main Line School Night, weekly from September 1962–April 1963; lectures on Romantic Period, Bryn Mawr College, Bryn Mawr, Pa., March 20–May 7, 1963.

TEAF, HOWARD M., JR.

Editorial Work: *Trends in Economics*, Vol. IV, Pennsylvania Conference of Economists, 1963.

Lectures: "Economic Impact of a Reduction in Expenditure on Armament," Germantown Women's International League, Philadelphia, Pa., April 23, 1963; "Problems of Local Participation and Leadership in Community Development Programs," VISA Volunteer training groups, Pendle Hill, various dates.

American Friends Service Committee: Program Priorities Committee, International Affairs and Services Executive Committee, Social and Technical Assistance Program Committee, Volunteers for International Service Program Committee.

Labor arbitrations. National Academy of Arbitrators, Committee on Research and Education.

Member and section secretary, Study Conference on Ethical Implications of Rapid Economic Change, National Council of the Churches of Christ, Pittsburgh, Pa., November 8-11, 1962.

Chairman, Conference on College Grading Systems, Buck Hill Falls, Pa., May 17-19, 1963.

Executive Committee, Pennsylvania Conference of Economists.

Member, Board of Trustees and Executive Committee, American Freedom from Hunger Foundation.

THOMPSON, CRAIG R.

Editorial Work: Editor, *Newsletter*, American Society for Reformation Research.

Lectures: "The Humanities," at convocation of Bryn Mawr and Haverford College freshmen, Bryn Mawr, Pa., September 23, 1962; "The Two (or More) Cultures," Haverford College Parents' Day, November 3, 1962; "Erasmus and His Colloquies," Philobiblon Club, Philadelphia, Pa., January 9, 1963; "Erasmus and His Colloquies," Classics Club, Philadelphia, Pa., March 8, 1963.

Member of Council, American Society for Reformation Research.

Director, Philadelphia Chapter, Association of College and Research Libraries.

WALTER, ROBERT I.

Lectures: "The Place of Carbon in Chemistry," Chemical Bond Institute, Montana State College, Bozeman, Mont., July 17, 1962; "Substitution Effects on the Properties of Stable Free Radicals," Chemistry Department Seminar, Montana State College, Bozeman, Mont., July 31, 1962; ten lectures on "Recent Advances in Organic Chemistry," Ninth Rocky Mountain Chemistry Institute of the National Science Foundation, Bozeman, Mont., July 16-20, 1962; "A New Chemistry Curriculum at Haverford College," Pennsylvania Association of Chemistry Teachers meeting, Ursinus College, Collegeville, Pa., March 23, 1963.

Member, Conference on "The Crisis in Science Teaching in the Liberal Arts College," Pomona College, March 1963.

Member, American Chemical Society Division of Chemical Education Committee on Curriculum.

Honors examiner, Swarthmore College, June 1963.

WILLIAMSON, ROBERT C.

Monographs: *The Colombian Student and his Attitudes: A Social Psychological Analysis of the National University* (in Spanish), *Monografias Sociologicas*, No. 13, Universidad Nacional, Bogota, Colombia, 1963.

Articles: "Some Variables of Middle and Lower Class in Two Central American Cities," *Social Forces*, Vol. 41, pp. 195-207, December, 1962.

"Relevant Factors of Socio-economic Change in Latin America" (in Italian), *Revista Internazionale di Scienze Economiche e Commerciali*, Vol. 9, pp. 1120-1136, December 1962.

"Some Factors in Urbanism in a Quasi-Rural Setting: San Salvador and San Jose," *Sociology and Social Research*, Vol. 47, pp. 187-200, January 1963.

"Value Orientations in Public Versus Private Housing: TAO Latin American Sample," paper presented at meeting of Eastern Sociological Society, New York, N. Y., April 6, 1963.

Reviews: Philip M. Hauser (ed.), "Urbanization in Latin America," *American Sociological Review*, Vol. 27, pp. 717-718, October 1962.

Bartlett H. Stoodley (ed.), "Society and Self: A Reader in Social Psychology," *Sociology and Social Research*, Vol. 47, pp. 234-235, January 1963.

Editorial Work: Rendered editorial judgment on manuscripts submitted to John Wiley & Sons, Inc.

Lectures: "The Peace Corps in Latin America," Bethel AME Church, Ardmore, Pa., April 26, 1963.

Consultant and lecturer for the Peace Corps, West Texas College, El Paso, Tex., December 13-16, 1962.

Panel member, "Higher Education in Latin America," Midtown International Center, New York, N. Y., April 19, 1963.

Member, Latin American Committee, American Friends Service Committee.

REPORT OF THE TREASURER

presented at the

*Annual Meeting of the Corporation
of Haverford College*

October 8, 1963

YOUR Treasurer submits herewith his report, duly audited for the fiscal year ending June 30, 1963.

OPERATIONS

Since a comparison with last year, covering a ten month period only, is not feasible, it might be of interest to the members of the Corporation to examine in a little more detail than usual our current operating statement. Cash tuition, board and fees and miscellaneous receipts at the college account for 54% of our total operating income of \$1,906,666; endowment income, including income from scholarship funds and income from trusts account for 36½%; and donations for general purposes and scholarships equal 9½% of the total income. Of the total tuition income of \$670,872, \$479,338 is a result of cash payments and \$191,533 or 28½% comes from scholarship funds or donations for scholarships.

Our expenses were \$2,015,788, \$109,122 more than income. This amount has been charged to the income reserve account, our "profit and loss" account, which has been laboriously built up over the past eleven years and which for the first time shows a debit balance.

Of these expenses the largest, of course, is the educational department, \$1,033,535 of which \$874,387 is for salaries (five years ago this amount was \$531,387); \$256,155 went for administration; \$324,723 for maintenance and operation; \$269,730 for dining room and kitchen (five years ago this figure was not very different, \$221,727); \$71,435 for the Development office; and \$49,090 for the so-called miscellaneous expenses; pensions and reserves, Treasurer's Board's and legal services and expenses; and \$11,116 working aid for students.

ENDOWMENT

The total income from all of our endowment funds, only a part of which, of course, may be used toward the budget, was \$774,470. In our Consolidated Investments the rate of return this year was 6% on the book value and 3.8% on the market value (these figures are exclusive of college real estate); on the Philip's fund, where there is, in accordance with the will of William Pyle Philips, a larger percentage of common stocks, the rate was 5.8% on book value and 3.5% on market. It is interesting to note that the yield on our bonds and preferred stocks at market was 4.7% and on our common stocks 3.4%. This is the price we pay for appreciation.

The market value of our portfolio has never been so high, \$21,196,375—\$16,428,971 in Consolidated Investments (book value \$10,608,093) and \$4,767,405 in our non-consolidated funds, largely Philips (book value \$2,941,563). These figures do not include the William Maul Measey Trust with a book value of \$1,374,860. The unit value at market prices which is a true test of appreciation over cost was 26.88. You will recall that this goes back to a beginning figure of 10 in 1939.

Feeling that the market was on the high side, we have made some few carefully selected sales of common stocks and have placed most of the proceeds in either Government securities, or in high grade corporate bonds. These transactions have resulted in net capital gains during the year of \$293,360 in the Consolidated Investments, and \$271,381 in the Philips Fund.

At the end of our fiscal year, June 30, 1963, we held in our Consolidated Investment account at market value 65.02% of common stocks, 20.65% of bonds, 8.87% preferreds, 4.32% of college real estate, 7% of mortgages and .44 in miscellaneous. At book value the percentages were; in common stocks 46.61%, in bonds 31.29%, in preferred stocks 13.69%, in college real estate 6.65% and in mortgages and miscellaneous 1.76%.

SECURITIES

Since I am this year giving a number of statistics, the Corporation members might also be interested in hearing a few more figures relating to specific securities. In stating these I shall combine our holdings in the Consolidated Investments and in the Philips account. My predeces-

sor, J. Henry Scattergood, believed in a wide list of investments and we are today still well diversified. We have at time not ventured boldly enough in making new purchases, but then this caution at other times has proved salubrious. Our ten largest holdings are:

1. Standard Oil of New Jersey \$590,897 (cost \$134,509)
2. Insurance Co. of North America \$491,400 (cost \$64,658)
3. Leeds and Northrup \$389,760 (cost \$132,028)
4. American Tel and Tel Co. \$379,969 (cost \$163,172)
5. Texaco \$368,010 (cost \$32,804)
6. duPont and Christiana Securities \$334,390 (cost \$69,697)
7. General Motors \$321,253 (cost \$62,544)
8. Southern Company \$280,876 (cost \$71,182)
9. Wilmington Trust Co. \$265,200 (cost \$104,375)
10. Rochester Gas and Electric Co. \$225,228 (cost \$81,636)

I should call attention in passing to the diversity over all fields of this list of leading investments.

Of our common stocks 31% are in industrials, other than oils, 31% are in utilities, 18½% are in oils, 18½% in banks and insurance companies and 1% in railroads.

DORMITORY

The college felt it wise in view of the very considerable building program under way, to take advantage of the favorable government financing for the new dormitory. Your Treasurer has spent a good deal of time during the past year in working out the details of our application for such a loan, which I am happy to report is now well on its way toward approval. We are asking for sufficient funds to meet the entire cost of construction, \$850,000. The amortization is to extend over a fifty year period or less if we desire to prepay; interest is to be at the rate of 3½%.

It is a pleasure to report that the Housing and Home Finance Agency here in Philadelphia has been not only co-operative, but, indeed, most helpful in going over with care the plans with our architects and the financing with Mr. Caselli and me. It has been a real pleasure to work with them.

The question might well be asked, why do we not look to private financing or to the use of our own free funds for this project. The

answer is simple; we would pay almost certainly $5\frac{1}{2}\%$ instead of $3\frac{5}{8}\%$ on any private loan and we could not get such a loan for as long a period as fifty years; and if we should finance the construction out of endowment, we would lose the chance for appreciation which will almost certainly take place during the next fifty years.

CONCLUSION

It has been a good year from the point of view of our endowment funds, but it has been a bad year from the point of view of operations.

For several years I have been calling attention to the rapidly rising expenses of the college. As stated earlier in this report, these have exceeded income by a substantial figure. Next year with the cost of operation of the new science building and the carrying charges for the new dormitory, expenses will still further increase. There is a limit on how much we can or should raise tuition; there is a limit on how fast endowment income increases; there certainly must be a limit on how fast our expenses should be permitted to increase.

A hopeful sign is the vigor with which our renewed annual giving drive is being conducted. However, this alone is not enough. As the college expansion plans are implemented, I must repeat again this year my deep concern for the financial future of the college. All of us, administration, faculty and board, must work together to see that we do not spend more than we receive.

WM. MORRIS MAIER

Lawrence E. Brown & Company

ESTABLISHED 1882

Certified Public Accountants

W. EDWIN DILL
ROBERT W. JOHNSTON
ADDISON R. BROWN JR.
ALBERT F. ZANGER

1917 FIDELITY-PHILADELPHIA TRUST BUILDING

PHILADELPHIA

October 4, 1963

To the Board of Managers
The Corporation of Haverford College
Haverford, Pennsylvania

Gentlemen:

We have examined the balance sheet of The Corporation of Haverford College as of June 30, 1963, and the related statements of receipts and expenditures, operating statement and report on the funds for the year then ended. Our examination was made in accordance with generally accepted auditing standards, and accordingly included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

The accounting practices followed by the College differ in certain respects from the generally accepted accounting principles usually followed by business enterprises organized for profit. Land, buildings, improvements, furniture and equipment are written off as their cost is funded. Therefore, the plant section of the balance sheet shows these assets at no value, and depreciation accounting for these assets is not applicable. Income from investments is recorded when received, therefore, accrued income receivable on investments is not reflected in the statements.

In our opinion, subject to the above comment relating to land, buildings, improvements, furniture and equipment and accrued income on investments, the accompanying balance sheet and the related statements of income and expenditures, operating statement and report on the funds present fairly the financial position of The Corporation of Haverford College at June 30, 1963 and the results of its operations for the year then ended, in conformity with generally accepted accounting practices for educational institutions which have been applied on a basis consistent with that of the preceding period.

Very truly yours,

Lawrence E. Brown & Co.

Certified Public Accountants

BALANCE SHEET—

ASSETS

Current

Cash	\$	147,990.30	
Due from Endowment, cash invested		178,305.19	
Accounts receivable, loans etc.....		179,760.92	
Prepaid insurance and expenses		70,094.61	
Inventories		38,578.04	
Deferred charges:			
Construction in progress		975,991.44	
Equipment		<u>19,340.00</u>	\$ 1,610,060.50

Endowment

Investments in bonds, stocks and mortgages.....	\$12,958,716.64	
(Market value \$20,603,583.00)		
Advance to Haverford College Loan Fund.....	37,450.00	
Notes receivable	27,781.27	
Perpetual fire insurance deposits	8,673.60	
Investment in college real estate	<u>718,541.92</u>	13,751,163.43

Plant

Land, buildings, improvements, furniture and equipment	0
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\$15,361,223.93

JUNE 30, 1963

LIABILITIES

Current

Notes payable, bank	\$	800,000.00	
Federal withholding and social security taxes payable		28,444.71	
Advance receipts for following year		30,014.08	

Reserves

For operational expenditures	\$	229,448.86	
Pensions, non-faculty	129,893.33		
Death benefits, non-faculty	11,200.00		
Medical reimbursement plan	21,271.63		
Faculty research	4,512.09		
Library replacements	5,731.66		
Property maintenance and replacement	14,465.96		
Skating pond	953.11		
Student affairs	1,265.44		
Miscellaneous	2,839.03		
Income reserve, deficit	(29,772.12)	391,808.99	

Donations

Alumni annual giving			
For operations of the following year	\$	92,960.77	
For special purposes	50,401.91	143,362.68	

Unexpended balance of income

From endowment funds for special purposes	134,521.53		
Trust fund principal for building program	81,908.51	\$ 1,610,060.50	

Endowment

For general purposes	\$ 6,777,827.44		
For T. Wistar Brown Graduate School	397,744.42		
For Morris Infirmary	14,712.94		
For Haverford Union	1,878.82		
For scholarships	580,993.04		
For library	355,175.63		
For old style pensions	246,038.15		
For special purposes	152,842.08		
Augustus Taber Murray Research Scholarship Fund	27,226.42		
John Farnum Memorial Fund	31,741.22		
William Pyle Phillips Fund	2,798,283.49		
C. Wharton Stork Art Gift Fund	23,200.00		
Walter R. Faries Scholarship Fund	65,066.82		
Philip B. and Louise Spahr Deane Fund	19,247.00		
Undistributed gain, consolidated investments	2,080,880.77		
	<u>\$13,572,858.24</u>		
Due to current funds, cash invested	178,305.19	13,751,163.43	
		<u>\$15,361,223.93</u>	

OPERATING STATEMENT

For the Year ending June 30, 1963

Receipts at College—Applicable to the Budget

Tuition

Cash	\$ 479,338.91		
Scholarships from General and Scholarship Funds	123,832.51		
Wm. Maul Measey Trust—Student Aid	31,000.00		
Scholarships from donations	36,701.08	\$ 670,872.50	
Residence Fees		369,578.94	
Board & Room from Non Students		76,251.97	
Unit Fee		59,445.00	
Miscellaneous Receipts		44,653.59	\$ 1,220,802.00

Income from Funds—Applicable to the Budget

Consolidated Investments—General Funds	\$ 446,461.96
Wm. Pyle Philips Fund—General	72,472.24
John Farnum Memorial Fund	1,570.25
C. Wharton Stork Art Gift Fund	357.05
Current Funds Invested	14,645.18

From Trusts

Nathan Branon Hill	\$ 128.93		
W. Percy Simpson	4,222.41		
Henry C. Brown	1,427.17	5,778.51	541,285.19

Donations Applicable to the Budget

General Purposes	82,975.41		
Other donations	59,956.09	142,931.50	
Interest received		1,647.93	

TOTAL RECEIPTS \$ 1,906,666.62

Expenses of running the College

Administration	\$ 256,155.80		
Educational Department	1,033,535.60		
Maintenance and Operation	324,723.63		
Dining Room and Kitchen	269,730.80		
Development	71,435.25	\$ 1,955,581.08	

Miscellaneous Expenses

Treasurer's, Secretary's, Legal, Board expenses and services	\$ 15,835.73		
Old Style Pensions	16,000.00		
Interest Paid	3,375.88		
Working aid to students	11,116.02		
Pensions to Non Faculty and Reserve	12,880.00		
Reserve for Non Faculty Death Benefit	1,000.00	60,207.63	2,015,788.71
		OPERATING LOSS	\$ 109,122.09

INCOME RESERVE ACCOUNT

June 30, 1963

Balance in Reserve June 30, 1962	\$ 79,349.97
Operating Loss for year 1962-1963	109,122.09
Reserve Account Deficit June 30, 1963	<u>\$ 29,772.12</u>

NON-FACULTY PENSIONS RESERVE ACCOUNT

RECEIPTS

Balance July 1, 1962	\$118,154.11	
Composed of accumulated reserve and interest		
Added:		
Yearly payments for future and past services	9,116.00	
On account of payments to retired persons	3,764.00	
Interest	<u>3,294.62</u>	\$134,328.73

EXPENDITURES

Pensions paid to seven persons:

Mabel Beard, Alfred J. Harris, Anna B. Hewitt, Mary Norris, J. Otto Rantz, Walter Muraski, Emanuel Strothers	4,435.40
Balance June 30, 1963	<u>\$129,893.33</u>

NON-FACULTY DEATH BENEFIT RESERVE FUND

Balance July 1, 1962	\$ 10,700.00
Composed of accumulated reserves	
Death Benefit paid to Mary Norris	500.00
	<u>\$ 10,200.00</u>
Annual Appropriation	1,000.00
Balance June 30, 1963	<u>\$ 11,200.00</u>

SIXTY-THREE]

REPORT ON CONSOLIDATED FUNDS

PRINCIPAL

Book Value 7/1/62	Increase	Book Value 6/30/63
\$ 106,302.64		\$ 106,302.64
10,640.09		10,640.09
44,806.59		44,806.59
11,364.35		11,364.35
5,144.24		5,144.24
10,781.94		10,781.94
1,301,375.34		1,301,375.34
275,899.76		275,899.76
21,493.67		21,493.67
42,394.72		42,394.72
9,160.24		9,160.24
45,035.96		45,035.96
1,500.00		1,500.00
39,515.48		39,515.48
174,560.31		174,560.31
26,771.00		26,771.00
24,381.59		24,381.59
125,569.51		125,569.51
218,728.43		218,728.43
126,076.83		126,076.83
102,067.43		102,067.43
14,125.79		14,125.79
25,128.94		25,128.94
10,000.00		10,000.00
5,527.31		5,527.31
67,520.19		67,520.19
5,000.00	\$ 150.00	5,150.00
4,950.00		4,950.00
280,764.31		280,764.31
7,000.00		7,000.00
\$ 3,143,586.66	\$ 150.00	\$ 3,143,736.66

[SIXTY-FOUR

FUND FOR		INCOME	
GENERAL PURPOSES		Net Income	Expended
	Balance 7/1/62		
General Endowment Fund		\$ 8,080.08	\$ 8,080.08
John M. Whitall Fund		817.44	817.44
David Scull Fund		2,540.76	2,540.76
Edward L. Scull Fund		989.48	989.48
Wistar Morris Memorial Fund		513.21	513.21
Israel Franklin Whitall Fund		836.88	836.88
Jacob P. Jones Endowment Fund		110,320.89	74,068.38
John Farnum Brown Fund		19,723.45	19,723.45
Clementine Cope Endowment Fund		866.04	866.04
Joseph E. Gillingham Fund		4,027.89	4,027.89
Elizabeth H. Farnum Fund		890.34	890.34
James R. Magee Fund		3,223.09	3,223.09
Albert K. Smiley Fund		151.63	151.63
Hinchman Astronomical Fund		3,394.16	3,394.16
Walter D. & Edith M. L. Scull Fund		16,739.47	16,739.47
Albin Garrett Memorial Fund		3,157.97	3,157.97
Arnold Chase Scattergood Memorial Fund		1,414.23	1,414.23
Francis B. Gummere Memorial Fund		10,876.47	10,876.47
Isaac Sharpless Memorial Fund		17,663.82	17,663.82
General Education Board Fund		11,597.68	11,597.68
William Penn Foundation		8,868.36	8,868.36
Walter Carroll Brinton Memorial Fund		1,363.69	1,363.69
Corporation Fund		1,749.57	1,749.57
Elizabeth J. Shortridge Fund		75.81	75.81
Howard Comfort Memorial Fund		397.54	397.54
Ellen W. Longstreth Fund		6,683.35	6,683.35
Albert L. Bailly Fund		490.99	490.99
Elizabeth B. Wistar Warner Fund		450.03	450.03
T. Allen Hillies Bequest		21,745.17	21,745.17
Leonard L. Greif Jr. & Roger L. Greif Fund		541.39	541.39
Forward		260,190.88	223,938.37
			\$36,252.51

PRINCIPAL			FUNDS FOR			Balance 7/1/62	INCOME		Cr. Balance 6/30/63
Book Value	Increase	6/30/63	GENERAL PURPOSES (cont.)				Net Income	Expended	
			Brought forward						
3,143,586.66	\$ 150.00	3,143,736.66	Edward M. Wistar Fund			260,190.88	223,938.37	36,252.51	
2,500.00		2,500.00	Morris E. Leeds Fund			257.58	257.58		
1,429,792.09		1,429,792.09	J. Henry Scattergood Fund			85,114.49	58,904.49	26,210.00 ¹	
12,000.00		12,000.00	Parker S. Williams Fund			807.72	807.72		
103,993.26		103,993.26	Gilbert C. Fry Fund			8,616.62	8,616.62		
6,581.02		6,581.02	Daniel B. Boyer Fund			416.01	416.01		
2,500.00		2,500.00	Marriott C. Morris Fund			207.03	207.03		
10,000.00		10,000.00	1949 Campaign Salary Fund			838.82	838.82		
193,106.20	1,271.84	194,378.04	Rufus M. Jones Fund for Advancement of Teaching			12,718.38	11,446.54	1,271.84 ²	
381,679.80	2,538.62	384,218.42	William B. Bell Fund			25,386.23	22,847.61	2,538.62 ²	
36,178.02		36,178.02	Dr. Thomas Wistar Fund			2,235.56	2,235.56		
25,068.15		25,068.15	Charles McCaul Fund			1,652.37	1,652.37		
37,187.20		37,187.20	Isaac & Lydia Cope Sharpless Fund			2,527.15	327.15	2,200.00 ¹	
5,000.00		5,000.00	Class of 1937 Fund			341.17	341.17		
4,500.00		4,500.00	J. Horace Cook Fund			223.56	223.56		
126,514.43	602.05	127,116.48	The Ford Foundation Endowment Fund			8,372.11	16,138.08	14,958.00 ¹	{ 602.05 ² \$ 8,950.14
345,000.00		345,000.00	The Ford Foundation Accomplishment Fund			16,723.92	16,723.92	602.05 ²	
214,000.00		214,000.00	Thomas Harvey Haines & Helen Hague Haines Fund			10,388.54	10,388.54		
12,426.18		12,426.18	Emily Bishop Harvey Fund			611.38	611.38		
10,000.00		10,000.00	Class of 1933—25th Anniversary Fund			475.30	475.30		
8,932.50		8,932.50	John E. Hume Fund			405.32	405.32		
35,828.17		35,828.17	Frederic H. Strawbridge Fund			1,495.88	1,495.88		
10,000.00		10,000.00	Archibald MacIntosh Endowment Fund			417.95	417.95		
3,015.00	510.00	3,525.00	The William H. Collins Fund			170.04	134.61	304.65	
185,110.15		185,110.15	Mary Frances Nunns Fund			7,818.62	7,818.62		
25,000.00		25,000.00	Eli Nichols Fund			—64.00	1,058.49	1,375.00 ¹	—380.51
346,106.56		346,106.56	William Gibbons Rhoads Fund			13,166.46	13,166.46		
25,000.00		25,000.00	Class of 1911—50th Anniversary Fund			923.93	950.60	387.30 ³	1,487.23
5,904.81	5,904.81	5,904.81	Class of 1935—25th Anniversary Fund			233.79	233.79	233.79	
7,275.67	7,275.67	7,275.67	Class of 1937—25th Anniversary Fund			291.03	291.03	291.03	
18,969.06	18,969.06	18,969.06				-0-	-0-	-0-	
\$ 7,740,605.39	\$ 37,222.05	\$ 7,777,827.44				\$ 9,402.08	\$471,843.54	\$385,088.79	\$85,795.32
									\$10,361.51

PRINCIPAL

Book Value 7/1/62	Increase	Book Value 6/30/63
\$ 394,925.58	\$ 2,818.84	\$ 397,744.42

FUNDS FOR WISTAR BROWN GRADUATE SCHOOL

Moses Brown Fund

FUNDS FOR MORRIS INFIRMARY

Infirmary Endowment Fund
John W. Pinkham Fund

FUNDS FOR HAVERFORD UNION

Haverford Union Fund

FUNDS FOR SCHOLARSHIPS

Thomas P. Cope Fund
Edward Yarnall Fund
Isaiah V. Williamson Fund
Richard T. Jones Scholarship Fund ..
Mary M. Johnson Scholarship Fund ..
Sarah Marshall Scholarship Fund
Clementine Cope Fellowship Fund ..
Isaac Thorne Johnson
Scholarship Fund
Caspar Wistar Memorial
Scholarship Fund
J. Kennedy Moorhouse
Scholarship Fund
Louis Jacqueline Palmer
Scholarship Fund
Paul W. Newhall Memorial
Scholarship Fund
Robert Martin Zuckert Memorial
Scholarship Fund
Samuel E. Hilles Scholarship Fund ..
Class of 1913 Scholarship Fund
Class of 1917 Scholarship Fund
Daniel B. Smith Fund

Forward

INCOME

Balance 7/1/62	Net Income	Expended	Special	Cr. Balance 6/30/63
\$ 28,188.44	\$ 22,869.60	{ \$ 2,500.00 ¹ 2,818.84 ²		
		\$ 5,318.84		

\$ 894.22	\$ 894.22
486.96	486.96
\$ 1,381.18	\$ 1,381.18
\$ 104.97	\$ 104.97

\$ 159.41	\$ 497.65	600.00 ¹	57.06
134.40	478.21	500.00 ¹	112.61
144.85	1,153.74	1,200.00 ¹	98.59
232.19	525.84	655.00 ¹	103.03
143.57	552.09	600.00 ¹	95.66
247.09	689.13	825.00 ¹	111.22
4,397.33	1,489.08	4,100.00 ¹	1,786.41
—95.17	457.80	400.00 ¹	—37.37
190.06	609.42	700.00 ¹	99.48
171.11	514.18	475.00 ¹	210.29
433.74	1,137.33	1,000.00 ¹	571.07
239.21	405.32	600.00 ¹	44.53
683.59	2,113.09	2,300.00 ¹	496.68
56.31	348.94	400.00 ¹	5.25
105.32	291.59	350.00 ¹	46.91
150.82	865.06	900.00 ¹	115.88
216.81	723.15	800.00 ¹	139.96
7,610.64	12,851.62	16,405.00	4,057.26

PRINCIPAL			FUNDS FOR SCHOLARSHIPS				INCOME		
Book Value	Book Value	Increase	(cont.)		Balance 7/1/62	Net Income	Expended	Special	Cr. Balance 6/30/63
169,794.29	174,222.42	4,428.13	Brought Forward		7,610.64	12,851.62		16,405.00	4,057.26
75,334.58	75,534.58		Sarah Tatum Hilles Memorial Scholarship Fund		2,337.47	7,341.38		8,200.00 ¹	1,478.85
	41,375.01		Elithu Grant Memorial Scholarship Fund		912.06	3,450.53		3,900.00 ¹	462.59
	17,050.00		Christian Febiger Memorial Scholarship Fund		449.54	1,536.70		1,700.00 ¹	286.24
	5,000.00		Joseph L. Markley Memorial Scholarship Fund		190.61	485.99		1,800.00 ¹	-1,123.40
	30,000.00		Joseph C. & Anne N. Birdsell Scholarship Fund		786.97	2,435.79		2,850.00 ¹	372.76
	3,000.00		Daniel E. Davis Jr. Memorial Scholarship Fund		93.89	247.86		250.00 ¹	91.75
	20,000.00		Jonathan M. Steere Scholarship Fund		27.81	1,181.93		1,100.00 ¹	109.74
	15,000.00		William Graham Tyler Memorial Scholarship Fund		204.80	1,156.66		1,219.00 ¹	142.46
	2,800.00		1890 Memorial Scholarship Fund		45.35	208.98		{	254.33
	50,374.84	332.22	1949 Campaign Scholarship Fund		-72.40	3,322.23			117.61
	16,062.64	187.53	Max Leuchter Scholarship Fund			987.53		800.00 ¹	
	25,000.00		A. Clement Wild Scholarship Fund ..		6.98	1,506.57		187.53 ²	
	6,245.11		Caroline Chase Scholarship Fund		53.90	411.15		1,381.00 ¹	132.55
	5,000.00		Roy Thurlby Griffith Memorial Fund		75.14	341.17		400.00 ¹	65.05
	6,000.00	4,000.00	Class of 1904 Scholarship Fund		37.67	363.24		300.00 ¹	116.31
	10,000.00		Inazo Nitobe Scholarship Fund		-127.98	477.24		300.00 ¹	100.91
	7,000.00	1,000.00	Summerfield Foundation						349.26
	12,575.00		Scholarship Fund		661.47	321.45		442.00 ¹	540.92
	2,000.00		W. LaCoste Neilson Scholarship Fund		155.03	611.38		800.00 ¹	-33.59
			Rufus Matthew Jones						
	12,500.00		Scholarship Fund		205.72	83.59			289.31
			Clinton P. Knight, Jr., New England Scholarship Fund						
	10,000.00		The F of x Scholarship Fund		417.54	507.37		1,000.00 ¹	-75.09
	7,000.00	7,000.00	M. A. Aizenberg Scholarship Fund ..		200.00	426.70		700.00 ¹	-73.30
	6,257.00		Class of 1912 Scholarship Fund			210.00			210.00
	15,476.69	15,476.69	Class of 1936 Scholarship Fund						
\$ 542,311.47	\$ 580,993.04	\$ 38,681.57			14,272.21	40,467.06		46,866.75	7,872.52

PRINCIPAL

Book Value	Book Value	Increase
7/1/62	6/30/63	
\$ 17,435.06	\$ 17,435.06	
68,269.99	68,269.99	
5,000.00	5,000.00	
20,306.74	20,306.74	
173,078.14	173,078.14	
635.47	635.47	
1,002.34	1,002.34	
6,550.00	6,550.00	
1,253.52	1,253.52	
600.00	600.00	
1,500.00	1,500.00	
5,000.00	5,000.00	
37,368.99	37,616.94	247.95
2,236.47	2,286.47	50.00
1,000.00	1,000.00	
1,211.15	13,640.96	12,429.81
\$ 342,447.87	\$ 12,727.76	\$ 355,175.63

\$ 41,237.08	\$ 41,237.08	
36,758.66	36,758.66	
68,113.78	68,113.78	
3,272.24	3,272.24	
94,688.57	96,656.39	\$ 1,967.82
\$ 244,070.33	\$ 246,038.15	\$ 1,967.82

\$ 5,248.00	\$ 5,248.00	
1,126.75	1,126.75	
4,197.87	4,197.87	
10,572.62	10,572.62	

[SIXTY-EIGHT

Balance 7/1/62	Net Income	Expended	Special	Cr. Balance 6/30/63
—415.87	1,164.43	1,164.43	800.00 ³	—49.02
—62.67	5,027.09		3,860.24 ⁴	—138.95
362.85	90.39		166.67 ⁴	1,989.95
63.75	1,627.10		2,605.83 ⁴	91.38
236.21	16,228.20	13,622.37	30.69 ⁴	168.99
3,038.09	58.32		164.42 ⁴	736.16
714.93	97.20		2,938.58 ⁴	836.42
33.72	636.65		62.60 ⁴	29.44
876.80	121.49		787.74 ⁴	214.45
3,519.52	58.32		190.25 ⁴	3,748.19
1,800.05	418.92		247.95 ²	394.46
—26.90	2,479.53		3,637.17 ⁴	36.23
—8.10	90.39		27.26 ⁴	3.97
8.24	37.91		25.84 ⁴	266.92
10,140.62	258.68		15,545.24	8,328.59
	28,520.01	14,786.80		
	21,479.83	21,479.83		

FUNDS FOR

OLD STYLE PENSIONS

President Sharpless Fund	3,697.42
William P. Henszey Fund	3,608.00
Jacob P. Jones Benefit Fund	4,789.93
Pliny Earle Chase Memorial Fund	303.26
Haverford College Pension Fund	9,081.22
	21,479.83

FUNDS FOR SPECIAL PURPOSES

Thomas Shipley Fund	481.64
Elliston P. Morris Fund	1.43
John B. Garrett Reading Prize Fund	947.67
Forward	1,430.74
	1,107.99

571.15 ³	419.81
300.00 ⁵	—24
150.00 ⁵	1,098.01
1,021.15	1,517.58

PRINCIPAL			FUNDS FOR			INCOME			Cr. Balance 6/30/63
Book Value 7/1/62	Increase	Book Value 6/30/63	SPECIAL PURPOSES (cont.)		Balance 7/1/62	Net Income	Expended	Special	
10,572.62		10,572.62	Brought Forward		1,430.74	1,107.99		1,021.15	1,517.58
9,227.07		9,227.07	Special Endowment Fund		2,491.59	639.29		150.00 ³	
2,296.88		2,296.88	Scholarship Improvement Prize Fund		1,050.16	233.28		446.08 ⁷	2,334.80
1,727.00		1,727.00	Elizabeth P. Smith Fund		1,785.90	168.15		95.00 ⁵	1,188.44
2,546.88		2,546.88	S. P. Lippincott History Prize Fund ..		—13.66	262.44		275.00 ⁵	1,679.05
5,120.30		5,120.30	Francis Stokes Fund		—16.07	497.65		125.00 ⁴	
5,466.47		5,466.47	George Peirce Prize Fund			376.16		100.00 ⁵	23.78
2,155.00	326.16	2,155.00	Lyman Beecher Hall Prize Fund		1,083.31	214.81		772.20 ⁸	—290.62
1,397.75		1,397.75	Newton Prize Fund		2.60	285.76		326.16 ²	
2,400.00		2,400.00	Edward B. Conklin Athletic Fund			189.54	189.54	50.00 ⁵	1,198.12
14,362.75		14,362.75	Edward Woolman Arboretum Fund ..		—286.45	1,006.97		200.00 ⁴	38.36
2,000.00		2,000.00	William Ellis Skull Prize Fund		1,575.60	107.20	77.20	50.00 ⁵	
1,000.00		1,000.00	Paul D. I. Maier Fund						
3,839.54		3,839.54	Strawbridge Observatory						
			Maintenance Fund		—141.67	372.27		288.78 ⁹	—58.18
7,453.34	135.00	7,588.34	Jacob & Eugenie Bucky			555.00		135.00 ²	
			Memorial Fund					220.00 ⁷	
			Mathematics Department Prize Fund			147.74		200.00 ¹⁰	
1,899.85	97.74	1,997.59	William T. Elkinton Fund		1,176.36	242.02		97.74 ²	1,118.38
2,491.50		2,491.50	Tilney Memorial Fund		923.40	620.12		50.00 ⁵	1,383.52
7,000.00		7,000.00	Class of 1902 Latin Prize Fund		45.03	13.61		300.00 ¹¹	48.64
142.90		142.90	Class of 1898 Gift		751.97	519.04		10.00 ⁵	725.00 ⁵
6,315.00		6,315.00	Edmund J. Lee Memorial Award Fund		280.46	82.62		50.00 ⁵	313.08
1,006.50		1,006.50	David R. Bowen Premedical Fund		344.01	51.52		21.00 ¹¹	374.53
902.55	300.00	1,202.55	Jonathan & Rachel Cope Evans Fund		—28.93	968.09	484.05		455.11
15,043.62		15,043.62	Edward Hawkins Memorial Fund		11.12	99.14		100.00 ¹²	10.26
1,457.44		1,457.44	William W. Baker Prize Fund		94.90	29.16		25.00 ⁵	99.06
500.00		500.00	John G. Wallace Award Fund		—35.06	51.66		14.05 ¹¹	2.55
300.00		300.00	Christian Religion & Thought Fund ..		767.88	189.54			305.33
4,000.00		4,000.00	The Kurzman Prize Fund		58.98	116.64		651.89 ¹⁰	50.62
2,784.38		2,784.38	The Scholars in the Humanities Fund		246.00	1,574.61		125.00 ⁵	1,820.61
36,900.00		36,900.00							15,668.25
\$ 151,983.18	\$ 858.90	\$ 152,842.08			13,598.17	10,916.42	750.79	8,095.55	

[illegible]

SUMMARY OF CONSOLIDATED AND NON-CONSOLIDATED FUNDS

	Book Value 7/1/62	Increased	Decreased	Book Value 6/30/63	Net Income
The Book Value increased \$667,825.50 as follows:					
Donations for additions to Funds\$ 92,263.17	394,925.58	2,818.84		397,744.42	28,188.44
Income transferred to principal 9,078.95	14,712.94			11,712.94	1,381.18
Adjustment on withdrawal of Funds *1,967.82	1,878.82			1,878.82	104.97
Net gains in securities sold or called:	542,311.47	38,681.57		580,993.04	40,467.06
Consolidated	342,447.87	12,727.76		355,175.63	28,520.01
Investments 293,360.09	244,070.33	* 1,967.82		246,038.15	21,479.83
Wm. Pyle Phillips	151,983.18	858.90		152,842.08	10,916.42
Investments 271,381.34	1,804,754.31	293,360.09	17,233.63	2,080,880.77	
Loss in securities sold:					
Walter R. Faries Schol- arship Fund -225.87	10,237,689.89	387,637.03	17,233.63	10,608,093.29	602,901.45
NET INCREASES IN CONS. AND NON-CONS. FUNDS ....\$667,825.50	2,661,376.48	280,188.47		2,941,564.95	156,567.24
	\$12,899,066.37	\$667,825.50	\$17,233.63	\$13,549,656.24	\$759,468.69
TOTAL FUNDS					
Total Consolidated Funds					
Total Non-Consolidated Funds					

NOTE: Key to figures	4. Books & Library	8. Plants & Services	12. Physical Education
1. Scholarships	5. Prizes	9. Services & Repairs	13. Annuities
2. Income to Principal	6. Religious Education Comm.	10. Visitors	14. Interest
3. Lectures	7. Travel & Conferences	11. Miscellaneous	

CLASSIFICATION OF INVESTMENTS

JUNE 30, 1963

[SEVENTY-TWO

CONSOLIDATED ACCOUNT			NON-CONSOLIDATED ACCOUNT		
BOOK VALUE	TOTAL	MARKET VALUE	TOTAL	BOOK VALUE	MARKET VALUE
BONDS			TOTAL	TOTAL	TOTAL
U. S. Government	\$ 427,082.50	\$ 424,818	\$ 202,062.50	\$ 200,876	
Municipal			64,976.25	67,599	
Industrial	1,217,629.83	1,254,194	401,815.70	420,441	
Public Utility	746,596.65	757,452	160,298.96	164,195	
Railroad	485,631.19	469,886	150,229.75	164,778	
Foreign	503,497.50	526,698	230,375.00	239,370	\$ 1,257,259
	\$ 3,380,437.67		\$ 3,433,048	\$ 1,209,758.16	
PREFERRED STOCK					
Industrial	888,107.47	872,250	31,370.44	36,313	
Public Utility	349,269.08	343,908			
Railroad	242,150.87	257,775	1,473,933	46,838.19	57,313
	1,479,527.42				
COMMON STOCK					
Banks & Insurance	827,637.07	2,015,075	146,536.91	274,605	
Industrial	2,721,381.74	5,488,545	873,197.95	1,764,661	
Public Utility	1,377,143.78	3,139,321	588,241.92	1,319,835	
Railroad	108,916.36	166,000	7,459.14	8,769	
Miscellaneous			19,219.83	34,650	3,402,520
	5,035,078.95		10,808,941	1,634,655.75	
MORTGAGES					
	115,806.44		115,806		
COLLEGE REAL ESTATE					
	718,541.92		718,542		
MISCELLANEOUS					
	73,904.87		73,905		
CASH					
over invested	— 195,203.98		— 195,204	50,312.85	50,313
	\$10,608,093.29		\$16,428,971	\$ 2,941,564.95	\$ 4,767,405

NOTE: There is also held \$56,614.06 Banks & Insurance stock not included in the above figures, being holdings in *C. Wharton Stork Art Gift Fund* which is not included in the Funds. This Fund has an overdraft in principal cash of \$33,414.06.

DONATIONS FOR ADDITIONS TO FUNDS

1962 - 1963

<i>Albert L. Baily Fund</i>	
Gift of Joshua L. Baily, Jr.	\$ 150.00
<i>Archibald MacIntosh Endowment Fund</i>	
Gift of Dr. Gilbert H. Marquardt	510.00
<i>Class of 19M—50th Anniversary Fund</i>	
Class gifts	5,904.81
<i>Class of 1935—25th Anniversary Fund</i>	
Class gifts	7,275.67
<i>Class of 1937—25th Anniversary Fund</i>	
Class gifts	18,969.06
<i>Caspar Wistar Memorial Scholarship Fund</i>	
Gift in securities from Raquelita Wistar	4,228.13
<i>Louis Jaquette Palmer Scholarship Fund</i>	
Gift of Cabot Foundation to match gift of Russel G. Allen	200.00
<i>M. A. Ajzenberg Scholarship Fund</i>	
Gift in securities from Walter & Fay Selove	7,000.00
<i>Class of 1912 Scholarship Fund</i>	
Class gifts	6,257.00
<i>Class of 1936 Scholarship Fund</i>	
Class gifts	15,476.69
<i>Class of 1909 Rufus M. Jones Memorial Library Fund</i>	
Gift of William L. G. Williams	50.00
<i>Sara & Francis Pawling Library Fund</i>	
Balance of legacy of Allison B. Wesley	12,429.81
<i>David R. Bowen Premedical Fund</i>	
Gift of Lewis Bowen	300.00
<i>Class of 1904 Scholarship Fund</i>	
Class gifts received through C. C. Morris	4,000.00
<i>The Summerfield Foundation Scholarship Fund</i>	
Additional gift	1,000.00
TOTAL	<u><u>\$83,751.17</u></u>
<i>Non Consolidated Funds</i>	
<i>Philip B. & Louise Spahr Deane Fund</i>	
Additional gifts in securities	<u><u>\$ 8,512.00</u></u>

THE DEVELOPMENT PROGRAM

As stated in the President's report, the three-year campaign just concluded not only met its \$1.6 million goal for individual gifts but produced substantial additional support for Haverford's short and long term needs as summarized below. Whether we think of these results in terms of the generous, often sacrificial, giving of the donors or in terms of the added strength which their gifts brought to Haverford, we are deeply grateful.

But, as indicated by Gaylord Harnwell in his talk at the dinner which opened the campaign, these days offer no time to any college or university for happy contemplation of past accomplishments. Like Alice's Red Queen, each must hurry ever faster to stay where it is, let alone continue its forward progress. In Haverford's case, the pressures are particularly acute. The necessity of modernizing its teaching facilities, providing for more students, and meeting the constantly increasing cost of quality education creates financial demands which are urgent, heavy and unremitting.

From this standpoint, we should view the campaign as a chapter in the long history of building a better Haverford for those who will follow us. It is a chapter which makes pleasant reading for those who believe in the College's mission. Were it not for this effort, we would not have had the beauty and the utility of the S. Emlen Hall of Science, and workmen would not be remodeling and expanding Sharpless Hall for the biology and psychology departments and building the new dormitory. Such support is also a factor in decisions to increase appropriations for faculty salaries, the library and many other important objectives.

We are confident that the future gain to the College from this campaign effort and the long-range program of which it is a part will be even greater than the benefits it has already brought to Haverford.

Grants resulting from applications to corporations and foundations made during the campaign period should materially increase the \$350,000 total from such sources shown in the summary below. Beyond these prospective donors are others who believe in the goals of the College but who are not ready to act at this time. Still others not yet approached will be impressed by Haverford's stature and by the progress which it has been able to make through the generosity of those whose names appear in the following pages.

Not infrequently, through the campaign, word came back to the Development Office of donors whose support would be increased by gifts at a later date or by bequests under their wills. The Haverford we know was largely built by such legacies. The interest in the College and its plans arising out of the campaign can be counted on to produce more such testimonies of the high hopes that its friends have for its future.

And finally, Annual Giving, now a part of the lifeblood of the College, will be strengthened by the decisions in Haverford's favor made during the campaign. As this is written, we have clear indications that alumni and friends will take their full share in meeting, by this means, the constantly rising costs of quality. We are confident that this living endowment will continue as a dependable resource of the College—that its value will increase through the years and will continue to bring support and encouragement to those directly responsible for Haverford's welfare.

Turning back to the portion of our continuing task just completed, Charles Perry and I want to express again for the record our thanks for the work done by the 400 volunteers in the campaign organization which brought us to our goal. To them and the donors our gratitude is deep and sincere. Personally, the writer wants to express his appreciation for the support he has had from his colleagues and from the splendid staff with whom he has been blessed through the campaign. It has been a pleasure to be associated with them and both he and the College are in their debt.

WALTER C. BAKER

SUBSCRIPTIONS TO THE HAVERFORD COLLEGE DEVELOPMENT PROGRAM

September 1, 1960—June 30, 1963

IN MEMORIAM

Teachers

James McF. Carpenter
"F of x"
Austin K. Gray
Lyman Beecher Hall
Rufus M. Jones
John A. Kelly
Rayner W. Kelsey
Russell R. Williams, Jr.
Albert H. Wilson

Parents and Friends

John B. Adams
C. Walter Borton
Max Leuchter
Helen K. Sieglaff

Memorial Gifts Honoring Alumni
are listed with the appropriate classes.

Alumni Subscribers

1873

In Memory of
Benjamin Howard Lowry

1879

In Memory of
William Chalkley Lowry

1885

In Memory of
Rufus M. Jones
In Memory of
Isaac Sutton

1886

In Memory of
Israel Morris, Jr., and
William P. Morris

1889

In Memory of
Daniel C. Lewis

1892

Walter M. Hart
Arthur Hoopes (*Deceased*)
Maxfield Parrish
Stanley R. Yarnall

1893

Harry O. Bechtel (*Deceased*)
Barton Sensenig

1894

Henry S. Conard
Clifford B. Farr
In Memory of
Louis Jaquette Palmer
In Memory of
Francis J. Stokes

1895

In Memory of
Frank H. Conklin
William W. Supplee

1896

In Memory of
George R. Allen
John A. Lester, Sr.

1897

Wager Fisher
Charles Henry Howson
Edward Thomas (*Deceased*)

1898

Vincent Gilpin (*Deceased*)
In Memory of
Vincent T. Gilpin
In Memory of
Morris M. Lee
In Memory of
Alfred G. Scattergood

1898 (Cont.)

Frederick Stadelman
Francis R. Strawbridge
In Memory of
Robert N. Wilson
In Memory of
Thomas Wistar

1899

William A. Battey (*Deceased*)
In Memory of
William A. Battey
Edward H. Lycett, Jr.
Louis R. Wilson
**Total for classes
of 1892-1899 \$22,908.61**

1900

Charles J. Allen
Francis Reeve Cope, Jr.
(*Deceased*)
Henry S. Drinker
Frank M. Eshleman
Frederic C. Sharpless
Edward B. Taylor, Jr.
Abram G. Tatnall (*Deceased*)
\$4,207.50

1901

Charles F. Allen
Ellis Y. Brown, Jr. (*Deceased*)
William E. Cadbury
Lovett Dewees
J. Leiper Winslow
\$765.00

1902

C. Reed Cary (*Deceased*)
William V. Dennis
Edward W. Evans
Richard M. Gummere
S. Percy Jones
William C. Longstreth
Percival Nicholson (*Deceased*)
Robert J. Ross
John L. Stone
Charles Wharton Stork
E. Earl Trout
\$6,557.02

1903

Henry J. Cadbury
Hervey M. Hoskins (*Deceased*)
In Memory of
Willard E. Swift
\$80.00

1904

Howard H. Brinton
Daniel Lawrence Burgess
John W. Charles

1904 (Cont.)

Arthur Crowell
Chester R. Haig
George K. Helbert
William M. C. Kimber
Bernard Lester
C. Christopher Morris
Harold H. Morris
C. Raymond Owen
Harold M. Schabacker
James M. Stokes
John R. Thomas
H. Norman Thorn
E. Porter West (*Deceased*)
Samuel C. Withers
\$12,385.00

1905

Thomas M. Bales
Charles S. Bushnell
Henry G. Cox
Thomas S. Downing
Arthur H. Hopkins
Paul Jones
Glyndon Priestman
William J. Reagan
Elias Ritts
Sigmund Spaeth
Herman K. Stein
Chester J. Teller (*Deceased*)
Howard P. Thomas
Edwards F. Winslow
\$34,177.50

1906

Walter Carson
Thomas Crowell
Gordon H. Graves
Thomas P. Harvey
Jackson Maloney
Francis B. Morris
Albert K. Smiley
John A. Stratton
Joseph J. Tunney
\$2,485.00

1907

Richard Cadbury
Walter L. Croll
Harold Evans
Francis D. Godley
Samuel J. Grummere (*Deceased*)
Wilbur H. Haines
Lee E. Hood (*Deceased*)
Ernest F. Jones
James P. Magill
Alfred B. Morton
Jose Padin (*Deceased*)
C. Clayton Terrell

1907 (Cont.)

In Memory of
 Alexander N. Warner
 W. Butler Windle
\$83,597.00

1908

Carroll Thornton Brown
 Dudley Dewitt Carroll
 J. Browning Clement, Jr.
 Thomas C. Desmond
 Edward A. Edwards
 J. Passmore Elkinton
 Thomas R. Hill
 W. Wesley Kurtz
 M. Albert Linton
 T. Morris Longstreth
 W. Haviland Morris (*Deceased*)
 Loren C. Petry
 Charles H. Rogers
 Winthrop Sargent, Jr.
 Walter R. Shoemaker
 Wilson Sidwell
 Walter W. Whitson
 Raymond C. Woodard
\$8,925.00

1909

Joseph Cope
 Percival B. Fay
 William S. Febiger
 Allan J. Hill
 In Memory of
 Alfred Lowry
 Sidney Loewenstein
 Howard M. Lutz
 Charles E. Marsh
 Charles G. Martinson
 Paul Van Reed Miller
 Joseph W. Pennypacker
 Frank McC. Ramsey
 J. Warrington Stokes
 Charles B. Thompson
 Robert L. M. Underhill
 William Weatherby Warner
 Matthew H. Watson
\$8,430.00

1910

E. Page Allinson (*Deceased*)
 Earlham Bryant
 Earl S. Cadbury
 H. Ernest Crow
 E. Nelson Edwards
 Harold A. Furness
 Carroll A. Haines
 Harrison S. Hires (*Deceased*)
 John D. Kenderdine
 George A. Kerbaugh

1910 (Cont.)

Charles M. Leininger
 Henry Carvill Lewis
 Clayton W. Mayers
 Walter Palmer
 Charles S. Ristine
 Walter D. Shultz
 Willard P. Tomlinson
 (*Deceased*)
 William L. G. Williams
 E. Roy Zieber
\$32,262.33

1911

James Ashbrook
 Henry S. Bernard
 Daniel B. Boyer
 John S. Bradway
 Philip B. Deane
 John S. Downing
 Benjamin Farquhar (*Deceased*)
 In Memory of
 Henry Ferris, Jr.
 William D. Hartshorne, Jr.
 Richard J. M. Hobbs
 L. Arnold Post
 Joseph H. Price
 D. Duer Reynolds
 Victor Schoepperle (*Deceased*)
 Lucius R. Shero
 Gibson Smith
 Howard G. Taylor, Jr.
 Walter Tebbetts
 Charles Wadsworth
 Caleb Winslow
 Harold Worthington
 Alan S. Young
 Wilmer J. Young
\$37,797.81

1912

Albert L. Baily, Jr.
 Joshua L. Baily
 Stacey K. Beebe
 Albertus L. Biedenbach
 Edward G. Brinton
 J. Arthur Brownlee
 In Memory of
 James McF. Carpenter
 In Memory of
 Clyde G. Durgin
 Douglas P. Falconer
 Leslie W. Ferris
 Hans Froelicher
 Ralph Garner
 Herbert Howard
 C. Merle Hunt
 Lance B. Latham
 Herbert M. Lowry

1912 (Cont.)

Robert E. Miller
 Charles T. Moon
 Sydney S. Morris
 J. Hollowell Parker
 Irvin C. Poley
 Kenneth A. Rhoad
 Leonard C. Ritts
 In Memory of
 William H. Roberts
 Thos. E. Shipley
 Francis G. Smiley (*Deceased*)
 In Memory of
 Francis G. Smiley
 Lloyd M. Smith
 Walter H. Steere
 Samuel B. Sturgis
 Henry M. Thomas, Jr.
 Edward Wallerstein
 Charles H. Wetzel

\$36,592.00**1913**

Paul H. Brown
 William S. Crowder
 Frederick A. Curtis
 Francis H. Diamant
 Arthur H. Goddard
 Norris F. Hall (*Deceased*)
 In Memory of
 Norris F. Hall
 William Y. Hare (*Deceased*)
 In Memory of
 William Y. Hare
 Charles E. Hires, Jr.
 Elisha T. Kirk
 Stephen W. Meader
 Herbert V. Nicholson
 Samuel C. Pickett
 Alfred C. Redfield
 L. Ralston Thomas
 John V. Van Sickle
 William Webb
 N. McDonald Wilder
 Edwards F. Winslow
 George L. Winslow

\$9,007.25***1914**

Henry Ernest Bell
 Jules S. Bentley
 Walter G. Bowerman
 Carroll D. Champlin
 Leonard B. L. Desabran
 George V. Downing (*Deceased*)
 In Memory of
 George V. Downing

*** 50th Reunion Gift****1914 (Cont.)**

C. Willis Edgerton
 Alfred W. Elkinton
 Thomas W. Elkinton
 Joseph C. Ferguson
 Lewis J. Finestone
 John K. Garrigues
 Edward M. Jones
 Harold M. Lane
 Robert A. Locke
 Harold S. Miller
 Douglas L. Parker
 Baxter K. Richardson
 Herbert W. Seckel
 Robert C. Smith
 Francis C. Stokes (*Deceased*)
 In Memory of
 Francis C. Stokes
 S. Emlen Stokes
 John A. Stout
 Leonard V. H. Thomas
 Thomas Tomlinson
 Charles K. Trueblood
 Douglas Waples
 Charles Rhoads Williams

\$274,609.69**1915**

Percival R. Allen
 Edgar M. Bowman
 G. Cheston Carey
 Nelson B. Coleman
 George Hallett, Jr.
 Harold W. Helveston
 Thomas Hoopes, Jr.
 Hubert A. Howson
 Joseph McNeill
 Felix M. Morley
 W. Elwood Vail
 Donald B. Van Hollen
 Ernest N. Votaw

\$4,035.00**1916**

Frederick C. Buffum, Jr.
 Frank Wing Cary (*Deceased*)
 In Memory of
 Frank Wing Cary
 J. Arthur Cooper
 Bolton L. Corson
 George A. Dunlap
 James S. Ellison (*Deceased*)
 Albert G. Garrigues
 William I. Hannum
 Perry A. Hunter
 H. Alden Johnson
 Raymond C. Kendig

1916 (Cont.)

C. Prescott Knight, Jr.
 John Kuhns
 Philip L. Leidy
 John G. Love, Jr.
 Edward F. Lukens
 J. Sidney Marine
 William L. Martwick
 Edward R. Moon
 Charles H. Oberholtzer
 Joseph Stokes, Jr.
 Douglas C. Wendell

\$15,142.00**1917**

Ernest L. Brown
 J. Warren Burket
 J. Howard Buzby
 William H. Chamberlin
 Donald Chandler
 Loring Dam
 Jesse G. Forsythe
 Robert Gibson
 Joseph Warren Greene, Jr.
 Robert B. Haines
 Albert Winter Hall
 Weston Howland
 W. Clark Little
 Franklin O. Marshall
 Hugh E. McKinstry (*Deceased*)
 Arthur H. Napier
 Newlin Paxson
 Edmund T. Price
 Carl M. Sangree
 Wendell D. Schoch
 John W. Spaeth, Jr.
 Arthur E. Spellissy
 J. Clayton Strawbridge
 In Memory of
 T. Barclay Whitson
 Edward M. Weston
 Harold Q. York

\$13,474.38**1918**

John W. Alexander
 Harrison H. Arnold
 Robert Barrie
 Bennett S. Cooper
 J. Marshall Crosman
 Stephen Curtis
 Frank Deacon
 Alfred H. Dewees
 Neil Gilmour
 Robert B. Greer
 Henry M. Hallett, II
 William H. Harding
 Joseph M. Hayman, Jr.

1918 (Cont.)

John A. Hisey
 Malcolm D. Kerbaugh
 Henry W. Koons
 Jacques G. LeClerq
 Louis C. O. Lussan
 William Mussetter
 Herbert J. Painter
 Edward A. G. Porter
 Harry P. Schenck
 Joseph W. Sharp
 Morris S. Shipley
 Oliver P. Tatum
 John W. Thacher
 Percy S. Thornton
 Albert H. Tomlinson
 Alfred J. Townsend

\$5,505.00**1919**

Sir John Barlow
 Hudson Chapman
 Thomas P. Dunn
 Francis Goodhue, III
 William F. Hastings
 John S. Haynes
 George H. Hubler
 Thomas McConnell, III
 Ralph F. S. Moock
 A. Douglas Oliver
 J. Evan Philips
 Walter P. Shipley, Jr.
 Frederick H. Strawbridge, Jr.
 H. Dana Taylor (*Deceased*)
 Cleaver S. Thomas

\$4,166.00**1920**

Truxton B. Brodhead
 Frank L. Campbell
 Benjamin Collins
 Lucius W. Elder, Jr.
 J. Russel Fitts
 Frank T. Gucker, Jr.
 Pierson Harris
 Milton A. Kamsler
 Thomas H. Kearney
 A. Douglas Knowlton
 Thomas E. Morris
 Robert L. Petry
 Francis S. Silver
 Edward L. Smith, Jr.
 In Memory of
 Horace F. Spencer
 James E. Sutton
 Henry Tatnall
 Granville Toogood
 John S. Williams
 Richard R. Wood

1920 (Cont.)

Granville Worrell, II
\$10,986.02

1921

Harold W. Arrowsmith
Robert Atkinson
Jervis J. Babb
Thomas B. Barlow
Elliot W. Brown
Paul H. Caskey
Melvin A. Cawl
Peter Donchian
Cornell M. Dowlin
S. Newcomb Ewan, Jr.
George J. Gebauer
Raymond C. Hacker
Edward C. Haines
Alan W. Hastings
Eugene B. Heilman
In Memory of
Herschel C. Henderson
John R. Hoopes
William T. Jebb
J. Barclay Jones
John H. Klaren
Henry W. Kumm
Julian S. Long
John MacAdam
Archibald MacIntosh
Warren S. McCulloch
Morrison C. McKinley
John D. Miller
Samuel A. Nock
Raymond T. Ohl
A. Arthur Powell
Hubert T. Richardson
M. Huyett Sangree
C. Wilbur Ufford
Benjamin B. Weatherby, II
Robert N. Wood

\$29,718.63

1922

Noel S. Arrowsmith
John B. Barker
Andrew Brown
John F. Gummere
George A. Hilleman
Richard W. Janney
Ralph A. Klemm
Robert R. Matzke
Delaplaine McDaniel
Frederick S. Miller (*Deceased*)
Vincent O. Miller
Elliston P. Morris
Chauncey G. Paxson
Foster N. Perry
Harry W. Pfund

1922 (Cont.)

William L. Rhoads, Jr.
William E. Silver
Richard M. Sutton
Edward A. Taylor
Kenneth B. Walton
Malcolm R. Wise
J. Colvin Wright
Edwin Zerrer
\$6,079.88

1923

Russel G. Allen
W. Warder Bacon, Jr.
John C. Borton
H. Tatnall Brown, Jr.
Joseph Z. C. Chapman
Frank P. Flint
Frank S. Flowers
Gilbert C. Fry (*Deceased*)
In Memory of
Gilbert C. Fry
G. Randle Grimes
E. Kenneth Haviland
C. Dixon Heyer
Rees S. Himes
Garrett S. Hoag
George C. Huffman
William C. Hunsicker, Jr.
Marcus D. Hutkin
Wilmot R. Jones
S. Brooks Knowlton
Robert W. Leeds
Andrew L. Lewis
Thomas M. Logan
Thomas Parke
Dudley McC. Pruitt
Robert Schultz
Benjamin Shoemaker, III
John B. Stevenson
Gordon W. Strawbridge
Alfred L. Test
Robert L. Waln
Charles Warner, Jr.
Farnham Warriner
Nelson A. White
Harry L. Wilbur
A. Jardine Williamson

\$19,202.04

1924

Charles F. Bader, Jr.
Courtland B. Brinton
Hugh P. Brinton
J. Stanton Carson
Howard Comfort
In Memory of
Thomas S. Ellis
Charles H. Frazier

1924 (Cont.)

Harold D. Greenwell
 Gaylord P. Harnwell
 Paul R. Haviland
 John F. Headly
 Wesley M. Heilman
 Howard J. Hogenauer
 Morris W. Mead, Jr.
 Frank F. Muller
 Arthur Mullin
 Charles E. Nash
 Edward B. Patterson
 Harold C. Payne
 Philip G. Rhoads
 John F. Rich
 Leander R. Sadtler
 En Shui Tai
 Lawrence N. Taylor
 Gordon M. Turner
 W. Wyclif Walton
 W. Nelson West, III
 Donald E. Wilbur

\$31,722.25**1925**

Conrad B. Acton
 Eric G. Ball
 Robert C. Bates
 Wray D. Bentley
 Geoffroy Billo
 Leigh E. Chadwick
 Douglass W. Eisman
 John A. Eisman
 Edward L. Gordy
 C. William Haines
 In Memory of
 J. S. Curtis Harvey
 H. Richard Heilman
 William E. Hinrichs
 Irving Hollingshead
 Henry F. House
 Phillips Johnson
 Ames Johnston
 Karl G. Kumm
 Hugh Montgomery
 Warren W. Newman
 Jesse T. Nicholson
 Robert H. Oliver
 Chalmers V. A. Pittman
 Owen B. Rhoads
 William D. Rogers
 Albert E. Savage
 John L. Schulze, Jr.
 C. Coleman Sellers
 John A. Silver
 Francis M. Stifter
 Henry H. Strong
 Harold B. Taylor

1925 (Cont.)

Benjamin B. Warfield
 Stanley E. Willey
 Austin Wright
 Harman A. Yerkes
\$19,321.26

1926

Schuyler F. Baldwin
 Robert Barry
 Hugh Borton
 Alfred E. Buck
 Alfred Busselle, Jr.
 Francis F. Campbell
 Alexander R. Carman, Jr.
 Franklin O. Curtis
 Henry C. Evans
 Allan Gilmour
 Charles H. Greene
 Gerald C. Gross
 Murray C. Haines
 Robert L. Haines
 Edmund P. Hannum
 Siddons Harper, Jr.
 Dalzell F. Hartman
 Robert L. Hatcher
 Harris G. Haviland
 Wayne G. Jackson
 J. Dean Joly
 Victor A. Lamberti
 Winthrop M. Leeds
 Daniel C. Lewis, Jr.
 Benjamin H. Lowry
 J. Howard Marshall
 Willard E. Mead
 Merle M. Miller
 Fred Rodell
 Paul L. Sassaman
 Charles E. Sumwalt
 Charles R. Tatnall
 Joseph A. Vasant
\$36,495.81

1927

Samuel A. Armstrong
 James W. Baker
 Harold E. Bates
 M. Ward Bayles
 John H. Biddle
 Charles A. Clement
 Herman E. Compter
 Samuel Cook
 Daniel M. Cox
 Leopold S. David
 Natt M. Emery, Jr.
 Allan B. Fay
 John E. Forsythe
 Albert V. Fowler
 J. Richard Gott, Jr.

1927 (Cont.)

William O. Grover
 Gordon B. Halstead
 John L. Heller
 John H. Hoag
 Alexander R. Middleton
 I. Wilmer Miller
 Paul W. Ohl
 Allen G. Powell
 George H. Renninger
 Franklin Sanders
 S. Stansfeld Sargent
 William W. Saunders
 Watson Scarborough
 Arthur Silver
 Charles R. Thompson
 W. Burr Totten

\$6,655.00**1928**

James W. Alcorn
 John C. Beatty, Jr.
 Carl F. Berlinger
 William R. Bready
 Richard C. Bull
 Frederick M. Burgess
 Leslie A. Cretty
 Royal S. Davis
 John T. Evans
 C. Keely Fox
 Walter J. Gruber
 Arthur B. Hallock, Jr.
 Theodore B. Hetzel
 Richard L. Hillier
 Allen F. Horton
 J. Quincy Hunsicker, III
 J. McLain King
 Richard T. Lane
 John S. McConaghy
 Michael McEntee
 Oliver W. Melchior
 James E. Mitchell
 S. Burkhart Morrison
 Henry S. Murphey
 Alexander L. Nichols
 Eric H. Renwick
 Jonathan E. Rhoads
 Ingram H. Richardson
 Louis F. Richter
 Charles A. Robinson
 J. Cecil Rowe
 Osman J. Seeds
 In Memory of
 Robert L. Shank
 Franklin W. Smith
 Ellsworth B. Stevens
 J. Tyson Stokes
 Charles M. Tatum

1928 (Cont.)

Herbert F. Taylor
 Allen C. Thomas, Jr.
 Thomas S. Whiting
 Theodore Whittelsey, Jr.
 Richard Wistar
 John W. Woll
 Leonard E. Yoder

\$53,020.96**1929**

Theodore E. Baker
 John A. Bishop
 W. Wendell Blancke
 Frank K. Briggs
 Samuel T. Brinton
 Roger C. Brown
 Henry J. Chapin
 Charles Hill Collision
 John R. Cooper
 Carroll L. Corson
 Robert M. Cunningham
 F. Curtis Dohan
 James G. Downward
 Herbert K. Ensworth
 Nathan T. Folwell, Jr.
 John P. Fox
 George S. Garrett
 Thomas C. Gawthrop, II
 Charles M. Hamilton
 Arthur S. Hawthorn
 Everett H. Hemphill
 Halsey M. Hicks
 Francis C. Jameson
 George W. Johnson
 Kenneth E. Kingham
 William S. Lane
 Davis D. Lewis
 Joseph E. MacNamee
 James S. Maier
 Alfred Mellor
 J. Hamor Michener
 Gerald F. Rorer
 J. Clifford Scott
 Francis W. Sharpless
 Walter Sondheim, Jr.
 James M. Standing, Jr.
 Robert C. Sullivan
 Daniel D. Test, Jr.
 Harold L. Wilt
 F. Howell Wright

\$22,304.08**1930**

Bradford S. Abernathy
 John L. Blackman, Jr.
 B. Franklin Blair
 Richardson Blair
 Roger L. Bloom

1930 (Cont.)

Arthur H. Brinton
 James Brown, IV
 T. Ward Bruegel
 Donald R. Buxton
 Lincoln C. Cocheu
 Harlan E. Crowell
 Robert L. Dothard
 Frederic A. Egmore
 Theodore Evans
 Willem Ezerman
 J. Thorpe Feidt
 William D. Frazier
 W. Clark Hanna
 Frank W. Lindsay
 Joseph W. Martin
 William M. Masland
 Irvin W. McConnell
 Charles W. Miller, Jr.
 Joseph L. Miller
 Brewster H. Morris
 J. Howard Morris, Jr.
 Theodore H. Morris
 Martin I. Norr
 Robert M. Olton
 William G. Robelen, III
 Edward Rosewater
 Harlow B. Rowell
 Newman S. Shirk
 Daniel Smiley
 David K. Spelt
 John F. Stone
 Frederick W. Swan
 George Vaux
 Thomas Wistar, Jr.
 Thomas Wriggins, Jr.

\$14,281.05**1931**

Marion A. Arthur
 Henry G. Barnhurst
 John W. Blyth
 Richard D. Browne
 J. Wendell Burger
 Thomas E. Burns, Jr.
 J. George Butler
 William E. Cadbury, Jr.
 S. Hall Conn
 Alfred R. Crawford
 George B. Edgar
 Robert F. Edgar
 Kenneth H. Egoft
 John T. Emlen, Jr.
 F. W. Elliott Farr
 Robert L. Farr
 Robert W. Gabriel
 Lewis H. Gage
 Donald L. Gibson

1931 (Cont.)

John T. Golding
 John H. Gray, Jr.
 John D. Gresimer
 Thomas B. Harvey
 Charles M. Henry
 James M. Houston
 In Memory of
 Robert B. Jarratt
 Kaufman Ray Katz
 M. Jastrow Levin
 William Morris Maier
 Adrian S. Mann
 Lauman Martin
 Richard L. Masland
 Raymond E. Maxwell
 Arthur J. Mekeel
 Frederick W. G. Peck
 Charles S. Pennypacker
 Herbert W. Reisner
 Fred M. Richardson
 Ira L. Schamberg
 Ernest A. Schilpp
 Harris P. Shane
 Phillip B. Shaw
 E. Rodman Shippen, Jr.
 Edwin A. Speakman
 Frank N. Speller, Jr.
 Walter M. Teller
 James E. Walmsley
 Nathaniel Weyl
 J. Borton Wills
 John H. Wills
 Evan M. Wilson

\$20,197.00**1932**

Carl B. Allendoerfer
 G. Richard Bacon
 Howland H. Bailey
 Walter C. Baker
 Herbert Bijur
 William F. Brinton
 Joseph M. Cadbury
 John W. Conner, Jr.
 Gilbert David
 Wallace De Laguna
 Walter I. Dothard, Jr.
 J. Russell Elkinton
 Robert F. Engle, Jr.
 Harry Fields
 Gifford P. Foley
 William T. R. Fox
 Herbert S. Gaskill
 George Gerenbeck, Jr.
 F. Barton Gummere, III
 C. Robert Haines
 Joseph N. Hartel

1932 (Cont.)

Sydney A. Hunt
 H. Gifford Irion
 Harry G. M. Jopson
 Lewis L. Kohn
 Albert H. Kretschmer, Jr.
 Robert H. Morgan
 Ellis C. Osgood
 Barrett Parker
 William W. Pusey, III
 Joseph S. Rhoads, Jr.
 Arthur S. Roberts
 Frederick G. Rudge
 Harold J. Schramm
 Wallace M. Scudder, Jr.
 John W. Settle, Jr.
 William V. Sipple, Jr.
 Albert Keith Smiley, Jr.
 Franklin J. Smith
 Dana M. Street
 Charles S. Strickler
 A. Craig Succop
 Francis R. Walton
 John R. Watkins
 E. Ray Webb
 Rudolf M. Wertime
 William D. Wray (*Deceased*)
 John A. Zapp, Jr.

\$30,839.50**1933**

James Andrews, Jr.
 E. Theodore Bachmann
 Clarence P. Baker
 William A. Battey, Jr.
 Edmund A. Carr
 Herbert T. Clough, Jr.
 Horace K. Dugdale, Jr.
 Franklin K. Fite
 Charles E. Frank
 Frederick L. Fuges
 DuRelle Gage, Jr.
 Stephens T. Gulbrandsen
 William L. F. Hardham
 Patrick H. Hodgkin
 Charles S. Jacobs
 Franklin P. Jones
 Bernard V. Lentz
 John W. Masland, Jr.
 John F. McMahon
 Montgomery Merryman
 Edward A. Moos
 H. Pierce Pelouze, Jr.
 Hugh B. Pickard
 William H. Russell
 John R. Sargent
 Henry W. Scarborough, Jr.
 Alfred G. Scattergood, II

1933 (Cont.)

Henry Scattergood
 Wilbert B. Smith, Jr.
 In Memory of
 Howard D. Sordon, Jr.
 James N. Stanton, Jr.
 W. Hooton Stokes
 John Joseph Stoudt
 Phillips S. Trenbath
 Frederick A. VanDenbergh, Jr.
 Henry J. Vaux
 Thomas R. White, Jr.
 David L. Wilson

\$14,212.13**1934**

Robert C. Atmore
 Harold F. Bodine
 Lewis H. Bowen
 Thomas S. Brown
 Fritz K. Downey
 John L. Dusseau
 Louis W. Flaccus, Jr.
 Grant V. Frazer
 J. Morton Fultz, Jr.
 Leonard L. Greif, Jr.
 John L. Gross, Jr.
 J. Ogden Hancock
 Edward M. Hendrickson
 Eugene F. Hogenauer
 Ray B. Houston
 R. Bruce Jones
 J. Douglas Lockard
 Benjamin S. Loewenstein
 David G. Loomis
 William F. Maxfield
 Richard R. Pleasants
 Asa W. Potts
 Philip B. Richardson
 A. Thomas Richie
 Henry G. Russell
 Roger Scattergood
 Frank T. Siebert
 Arthur G. Singer, Jr.
 William W. Smith
 Matt W. Stanley
 Francis W. Stork
 Edwin C. White
 John C. Wilson
 Fredrick H. Wright
 Willard M. Wright, Jr.

\$15,959.01**1935**

H. Hayes Aikens, Jr.
 William L. Azpell, Jr.
 Howard S. Bevan, Jr.
 Clifton M. Bockstoe
 William R. Bowden

1935 (Cont.)

Paul W. Brown, Jr.
 Frank B. Burnside
 William Butler, III
 B. Bartram Cadbury
 John B. Christopher
 Meredith B. Colket, Jr.
 John C. Duffield
 John H. Elliott
 Woodruff J. Emlen
 Ernest M. Evans
 Frederick E. Foerster
 William H. Harman, Jr.
 Joseph Haywood
 Richard W. Hires
 Sidney Hollander, Jr.
 James B. Kase
 E. Charles Kunkle
 E. Wayne Marshall
 Edward H. McGinley
 W. Harrison Mechling
 Allen R. Memhard, Jr.
 Harry C. Meserve
 V. Putnam Morgan
 Samuel Potter, Jr.
 John B. Rhoads
 Russell W. Richie
 Graham Rohrer
 Charles F. G. Smith
 J. Winslow Smith
 Martin P. Snyder
 Philip P. Steptoe, Jr.
 F. Joseph Stokes, Jr.
 Richard M. Suffern
 Bradley C. Watkins
 Robert P. Wills (*Deceased*)
 Alexander C. Wood, III

\$17,834.88**1936**

E. Dale Adkins, Jr.
 Richard L. Barrows, Jr.
 Joseph Barton, Jr.
 Thomas R. Bevan
 George B. Bookman
 Robert Braucher
 Donald W. Brous
 Jonathan A. Brown
 Thomas D. Brown
 William A. Crawford
 Ellis I. Curley
 Arthur S. Dulaney
 David C. Elkinton
 Francis C. Evans
 Grant C. Fraser
 William R. Fry, Jr. (*Deceased*)
 Robert S. Gawthrop
 John N. Goodridge

1936 (Cont.)

Henry S. Huntington
 Robert M. Hutchinson
 Arthur R. Kane, Jr.
 Samuel Kind
 Howard T. Lodge, Jr.
 William H. Loesche, Jr.
 William A. Macan
 David K. Maxfield
 David P. McCune, Jr. (*Deceased*)
 Samuel S. McNeary
 J. Don Miller, Jr.
 Park Hays Miller, Jr.
 W. Brooke Morgan, Jr.
 C. Christopher Morris, II
 Ralph C. Most
 John L. Parker
 Henry F. Parry
 Harry T. Paxton
 James W. Pearce, Jr.
 James G. Peirce
 Charles Perry
 Joseph D. Purvis, Jr.
 T. Kite Sharpless
 William E. Sheppard
 James O. Sloss
 Allen W. Stokes
 Edmund M. Taylor
 Joseph H. Taylor
 William F. Tiernan, Jr.
 Henry L. Tomkinson
 Hubert M. Vining
 Robert B. Wolf

\$28,340.34**1937**

Charles J. Allen, Jr.
 William W. Allen, III
 Howard A. Andrews
 Kenneth Beck
 William H. Bond
 Thomas K. Brown, III
 John A. Cantrell
 James G. Carr, Jr.
 Joseph R. Carson
 Stephen G. Cary
 Richard Cooper
 James A. Dailey
 William H. Daudt
 Henry S. Drinker, Jr.
 Thomas E. Edwards
 Hans B. Engelman
 Bruce H. French
 Daniel C. Frysinger
 Allan W. Gilmour, Jr.
 Roger L. Greif
 Henry C. Gulbrandsen
 Marshall C. Guthrie, Jr.

EIGHTY-SEVEN]

1937 (Cont.)

Roy C. Haberkern, Jr.
 Bernard M. Hollander
 Charles E. Holzer, Jr.
 James D. Hoover
 Andrew D. Hunt, Jr.
 Bryden B. Hyde
 Bun-Ichi Kagami
 W. Lawrence Kimber
 Robert H. Kriebel
 Harry H. Kruener
 Paul G. Kuntz
 John J. Lawser
 Robert W. Leibold
 John A. Lester, Jr.
 M. Albert Linton, Jr.
 James H. Lockwood
 John B. Lukens
 Richard B. McLaughlin
 Ralph H. McMahon
 Frank E. Nulsen
 William A. Polster
 S. Sturgis Poorman
 William R. Reynolds
 Joseph T. Rivers, Jr.
 Peter P. Rodman
 Edward H. Rosenberry
 Edward B. Scull
 Henri C. Seibert
 Thomas L. Shannon, Jr.
 Richard B. Shoemaker
 Caleb A. Smith
 Archibald Stark
 Melvin A. Weightman
 Philip M. Whitman
 S. Vincent Wilking
 Arthur N. Wrigley

\$27,641.31**1938**

Robert L. Aucott
 Louis W. Bailey
 Thomas A. Benham
 Robert M. Bird, Jr.
 Richard S. Bowman
 Robert L. Burnside
 Douglas H. Campbell
 John T. Carson, Jr.
 William W. Chambers
 Donald S. Childs, Jr.
 William H. Clark, Jr.
 Thomas N. Cook
 Henry B. Cox
 William S. Currie, Jr.
 Herbert T. Darlington, Jr.
 Valery S. DeBeausset

*** The 25th Anniversary Gift****[EIGHTY-EIGHT****1938 (Cont.)**

Aubrey C. Dickson, Jr.
 William Duff
 Charles R. Ebersol
 John A. Evert
 Roderick Firth
 William N. Fraleigh
 James M. George
 Robert P. Gilbert
 Jonathan Goldmark
 S. Knox Harper
 Anson R. Hyde
 Wendell T. Kershner
 William S. Kinney, Jr.
 Louis B. Kohn, II
 William B. Kriebel
 Amos P. Leib
 Charles H. Ligon
 William H. Luden, Jr.
 George B. Mathues
 Malcolm D. McFarland
 F. Huston McIlvain
 Elliott H. Morse
 Leonard F. Norsworthy
 Dikran S. Pakradooni
 George Peirce
 William E. Prindle, Jr.
 Frank M. Ramsey, Jr.
 Clayton E. Rank
 Lindley B. Reagan
 James L. Rich
 Tillman K. Saylor, Jr.
 Leslie B. Schramm
 Crawford Sensenig
 Philip R. Shank
 Trumbull L. Simmons
 Clyde H. Slease
 William B. Sluss
 Charles F. Sponsler, Jr.
 Jonathan M. Steere, Jr.
 Thomas C. Tatman
 Hubert R. Taylor
 Irving Telling
 Robert J. Thompson, Jr.
 L. James Velte, Jr.
 William M. Webb
 E. Hambleton Welbourn, Jr.
 Lawrence G. Wesson, Jr.
 Edmund C. Wingerd, Jr.
\$20,026.13*

1939

Robert B. Ackerman
 Alpheus H. Albert, Jr.
 Jerome I. Aron
 H. Lloyd Balderston

1939 (Cont.)

Robert L. Balderston
 John L. Birkinbine
 George D. Bown
 James H. Bready
 Francis G. Brown
 David B. Chapin
 Henry H. Derr
 Jonathan Evans
 William E. Evans
 James P. Fenhagen
 John M. Finley
 John A. Flick
 John D. Hallahan
 Harry A. Heilman, Jr.
 Robert Herr
 John J. Jaquette
 Henry H. Jones
 John E. Lewis
 Richard H. Lillie
 William W. McCune
 Donald S. Mervine
 Louis H. Palmer
 Charles E. Rankin
 William H. Reaves, Jr.
 S. Seymour Rice
 Alan Roberts
 Francis P. Rohrmayer
 Daniel G. Santer
 Winslow D. Shaw
 T. David Shihadeh
 Laird H. Simons, Jr.
 Thomas B. Steiger
 Gilbert P. Talbot
 Howard P. Thomas, Jr.
 John P. Trench
 William H. Warner
 Thomas A. Watkins
 Maurice A. Webster
 Robert O. Whitson
 D. Norton Williams
 John F. Wilson
 Joseph C. Wingerd
 Samuel C. Withers, Jr.

\$17,917.50**1940**

Ernest G. Allen
 Bruce D. Anderton
 Henry P. Balivet, Jr.
 Chester E. Baum, Jr.
 Arthur E. Brown
 D. Baird Coursin
 Emerson L. Darnell
 Robert L. Dewees
 John A. Duncan
 Stanley M. Dye
 Charles W. Fisher, Jr.

1940 (Cont.)

David R. Flaccus
 Harry J. Goodyear, Jr.
 John C. Gross
 Hanford M. Henderson
 Alexander C. Hering
 John T. Hoffman
 Robert J. Hunn
 Samuel F. Johnson
 F. Allen Lewis
 John M. Lindley, Jr.
 Elliott Mason
 Hayden Mason
 Samuel G. M. Maule
 Robert W. McConnell, Jr.
 William F. McDevit
 James E. Mechling
 Fritz Nova
 Charles K. Peters
 Richard A. Poole
 Robert L. Schaeffer
 Charles J. Swift
 Thomas M. Taft
 James A. Vincent
 John W. Wieder, Jr.
 Charles H. Wolfinger
 J. William Wood, Jr.

\$4,705.00**1941**

Edward P. Allinson
 Stephen B. Andrus
 Anonymous
 David B. Arnold
 Arthur G. Ashbrook, Jr.
 H. Richard Blackwell
 Howard L. Blum
 Richard H. Bolster
 Eugene Botelho
 Daniel B. Boyer, Jr.
 Albert D. Branson
 Torrence H. Chambers
 Henry D. Cornman
 Hunt Davis
 Robert B. Dickson
 John W. Dorsey
 Edward L. Engelhardt
 Christopher Evans
 Robert W. Evans, Jr.
 Gerritt L. Ewing
 Louis J. Finger
 Philip C. Gifford, Jr.
 Edwin D. Grosholz
 John C. Hawley
 John B. Hibbard
 Roger B. Kent
 Benton D. King

EIGHTY-NINE]

1941 (Cont.)

William A. Liddell
 Jan W. Long
 James B. Longley
 John R. McNeill
 William K. Miller
 M. Wayne Moseley
 Samuel M. Murphy, Jr.
 Arthur H. Napier, Jr.
 J. Philip Neal
 Wilson H. Pile
 Edward R. Scheffer
 Malcolm K. Smith, Jr.
 Robert H. Smith
 Samuel Snipes
 Leon Solis-Cohen, Jr.
 William W. Stainton
 G. Ralph Strohl, Jr.
 Harry H. Stuart
 George M. Swan
 J. Bruce Swigert
 Roy S. Vogt
 William R. Watson, Jr.
 Kenneth A. Wright
 Howard E. Ziegler, Jr.
\$13,315.71

1942

Charles C. Abbott
 George L. Aldridge
 Warren D. Anderson
 E. Howard Bedrossian
 Edgar D. Bell, Jr.
 B. Burns Brodhead
 Norman S. Brous
 Knox Brown
 Richard W. Brown
 Lloyd Cadbury
 John A. Clark
 Thomas C. Cochran, Jr.
 Alan L. Dorian
 Robert W. Dunham
 Roy A. Dye, Jr.
 Edgar R. Emery
 Arthur Evans
 Walter C. Falconer
 John D. Farquhar
 Edward Flaccus
 John B. Flick, Jr.
 David S. Fox
 John A. Fust
 James F. Gary
 C. Kirk Greer
 Louis N. Grier
 J. Jarden Guenther, Jr.
 Gove Hambidge, Jr.
 Heber R. Harper
 Timothy P. Haworth

1942 (Cont.)

Gordon W. Howe
 Henry W. Johnstone, Jr.
 T. Canby Jones
 Richard Kay
 L. Theodore Lawrence
 In Memory of
 James P. Magill, II
 George C. Lewis, Jr.
 Malcolm H. McGann, Jr.
 Philip F. McLellan
 Clyde Nichols, Jr.
 Paul R. O'Conner
 Charles A. Olson, Jr.
 Courts Oulahan
 Kenneth S. Roberts
 L. Paul Saxer
 Charles D. Schaeffer
 David M. Sensenig
 Robert M. Steptoe
 David C. Thompson
 John D. Thomson
 John H. Wise
 W. Scott Worrall
\$9,859.69

1943

John M. Allen
 Eugene E. Anderson, Jr.
 Arthur H. Bell
 Christopher J. Cadbury
 Tristram P. Coffin
 Paul M. Cope, Jr.
 J. Morris Evans
 Sumner W. Ferris
 Henry E. Funk
 James B. Gilbert
 William L. Grala, Jr.
 Douglas R. Hallett
 John R. Hogness
 Byron E. Howe
 Holland Hunter
 Lewis C. Kibbee
 David B. Kirk
 William E. Knowland
 Howard B. Kriebel
 Leon Levintow
 H. Mather Lippincott, Jr.
 Russell M. Lyman
 Robert MacCrate
 Avrel Mason
 John H. Meader
 John M. Moon
 Sterling Newell, Jr.
 Frank K. Otto
 Norman Peterkin
 John B. Rhind
 Alan S. Rogers

1943 (Cont.)

George M. Ryrie
 Arnold C. Satterthwait
 John W. Severinghaus
 William Shihadeh
 L. Gerow Smiley
 David D. Somers
 Kenedon Steins
 John W. Thatcher, Jr.
 Harold S. Thomson
 Alexander C. Tomlinson
 Haskell Torrence
 William T. Warren, Jr.
 John C. Whitehead
 Carl E. Widney, Jr.
 William N. Wingerd

\$14,682.50**1944**

C. Webster Abbott
 C. Seymour Alden
 Ellsworth C. Alvord, Jr.
 Donald H. Baird
 Cyrus L. Beye
 L. Paul Bolgiano
 Horace N. Compton, Jr.
 William K. Conn
 Jodie D. Crabtree, Jr.
 Cassin W. Craig
 George V. Downing, Jr.
 Thomas Elkinton
 Charles E. Fox, Jr.
 John A. Frantz
 Edgar D. Free
 Henry H. Gray
 Jesse G. Grier
 Edmond E. Hammond, Jr.
 Robert W. Hill
 Walter Hollander, Jr.
 John T. Hough
 William M. Houston
 George W. Hubler (*Deceased*)
 Edward B. Irving, Jr.
 John S. Klein
 John M. Krom
 David L. Marshall
 Charles McC. Mathias
 William R. McShane
 Daniel K. Miller
 Gilbert H. Moore, Jr.
 Warren Moore, Jr.
 Robert W. Murphey
 Alfred M. Pease, Jr.
 Arnold R. Post
 D. Patrick M. Robinson
 H. Royer Smith, Jr.
 David E. Stokes
 Samuel E. Stokes, Jr.

1944 (Cont.)

Spencer R. Stuart
 Henry S. Vila
 Richard W. Watkins
 Douglas C. Wendell, Jr.
 Harvey Wigfield
 Howard Page Wood
 James Howard Worl

\$23,817.70**1945**

T. Crandall Alford, Jr.
 Andrew P. Allinson
 William W. Ambler
 Warren C. Baldwin
 George A. Bartholomew
 David E. Bassert
 I. Edward Block
 Charles Boteler
 John H. Bush
 John R. Cary
 Frederick T. J. Clement
 Richard W. Cole
 Dorland L. Crosman
 Peter Deitsch
 Robert P. DeLong
 George L. De Schweinitz, Jr.
 Paul H. Dominovich
 Francis E. Fairman
 Barton K. Feroe
 Henry H. Fetterman
 Samuel M. Fox
 Forrest L. Gager, Jr.
 James Gilmore
 Robert C. Good
 David E. Grant
 Richard T. Hamilton
 Edward H. Handy, Jr.
 Arthur R. Harned
 David Yi Yung Hsia
 Henry F. Hunter
 Ralph B. Jackson
 Lewis M. Johnson
 James R. Johnston
 Arthur E. Jones
 Blackburn S. Joslin
 M. Powell Lawton
 William L. Lehmann
 David Mallery
 Philip C. Mann
 Charles W. Matlack
 John McLaughlin
 A. Gregory Morris
 John W. Pierson, Jr.
 William Pinch, Jr.
 Robert G. Pontius
 Edmond Preston
 Geert C. E. Prins

1945 (Cont.)

R. Arnold Ricks
 Leon Robbins, Jr.
 Vernon M. Root
 R. Bradley Royer
 Charles R. Shepard
 Charles A. Shields
 Drayton M. Smith
 Richard S. Valentine
 Christopher Van Hollen
 Stacey H. Widdicombe, Jr.
 Llewellyn P. Young

\$45,358.62**1946**

Frederick H. Bartlett
 Robert H. Bedrossian
 Robert H. Behrens
 Thomas M. Birdsall
 Arthur E. Bryson
 Jonathan F. Bushnell
 Ward C. Case
 William D. Chapman
 William H. Chartener
 Lewis E. Coffin
 Tristram C. Colket
 Edward M. Cook
 William T. Delp
 Hugh M. Edgerton
 Robert K. Finley, Jr.
 Merrill Goodman
 Thomas P. Goodman
 S. Harley Gross
 Robert E. Henderson
 Paul M. Henkels
 Theodore M. Hiltner
 Walter Y. Kato
 Bertram K. Kummel
 William M. Lee
 Ben Z. Leuchter
 John K. Libby
 David E. Long
 Harold V. Lynch, Jr.
 Donald B. McNeill
 Thomas W. Meldrum
 George Montgomery
 Peter S. Olmsted (*Deceased*)
 Robert N. Price
 Richard C. Rogoff
 Thomas J. Ryan
 Charles C. Ryrie
 Charles S. Sangree
 Stewart P. Schneider
 William Sherpick
 Richard E. Spatz
 David S. Stewart
 Joseph Stokes, III
 James E. Sutor

1946 (Cont.)

Stanley B. Thawley
 M. Gordon Wolman

\$10,307.00**1947**

William H. Annesley, Jr.
 Ragnar Austad
 Peter G. Bennett
 Jules Bingham
 In Memory of
 Frederick L. Blake
 William F. Bouzarth
 Alan M. Davis
 Anthony J. De Phillips
 Robert F. Doane
 Charles A. Doehlert
 Robert M. Dowben
 In Memory of
 Henry Ecroyd, Jr.
 John S. Estey
 Edwin B. Klein, Jr.
 Charles T. Lenton, Jr.
 I. Rolv Lind
 Cloyd Marvin
 William J. McIlhenny
 Donald H. Meldrum
 George Nicklin
 Howard M. Rawnsley
 Robert P. Roche
 Martin Sanders
 Howard W. Starkweather, Jr.
 Daniel H. Wagner
 H. Macy Whitehead
 Daniel R. Wright

\$3,382.53**1948**

Monroe E. Alenick
 Timothy B. Atkeson
 William P. Barker
 William W. Bell
 Byron E. Besse
 Joseph C. Birdsall, Jr.
 William R. Clark
 Craig D. Culbert
 C. Daniel Drake
 Thomas T. Fleming
 Gunther Frankl
 William H. Harris
 John N. Hauser
 John K. Henne
 John R. Hoopes, Jr.
 J. Archibald Jacob, Jr.
 Alan M. Levensohn
 Henry Levinson
 Robert Maquinay
 Donald H. McCandliss
 Robert W. Meyers

1948 (Cont.)

Daniel D. Olivier
 Martin Oppenheimer
 William Pease
 David A. Peters
 Richard A. Schlegel
 Richard W. Schuman
 George W. Taggart
 Edward S. Wheeler
 Robert J. Widmer

\$4,048.00**1949**

John D. Anderson
 Omar Bailey
 Addison S. Beckley
 Warren L. Beeken
 Daniel S. Bernstein
 Kenneth R. Blum
 J. Neil Boger
 Paul C. Brewer, Jr.
 Daniel Brodhead
 William T. Broom
 Harold J. Brownlee
 John E. Brownlee
 James C. Buckley
 Warder H. Cadbury
 Edward H. B. Cornell
 Thomas P. Crolus
 F. James Dallett, Jr.
 M. Daniel Daudon
 Carmen DiGiovanni
 Donald W. Disbrow
 Henry J. Dvorken
 Edward Echikson
 C. Willis Edgerton, Jr.
 Robert Edgerton
 Edmund K. Faltermayer
 S. Tucker Fox (*Deceased*)
 Charles H. Geoffroy
 I. Robert Goodman
 William K. Gorham, III
 Thomas D. Graff
 G. Stanley Hammond
 Robert Harper
 David S. Hastings
 Donald Hayes
 R. Nicholas Hazelwood
 John B. Henkels, III
 William L. Hires
 George L. Hoffmann, Jr.
 Irving Hollingshead, Jr.
 Robert W. Holmes
 F. Thomas Hopkins
 Robert G. Hoskins
 H. Alan Hume
 Victor L. Johnson
 Robert J. Johnston, Jr.

1949 (Cont.)

Homer M. Kimmich
 Milton P. King
 David S. Laity
 Walter A. Laity
 Thomas D. Langston
 H. Robert Lasday
 W. S. Mallory Lash
 Isaac C. Lycett, Jr.
 Brian Mead, Jr.
 George N. J. Mead
 James Q. Miller
 Stephen R. Miller
 William H. Miller
 William H. Mohn
 DeWitt H. Montgomery, Jr.
 Robert L. Morris
 George H. Nofer, II
 Robert A. Prosser
 Douglas H. Richie
 George E. Ruff, Jr.
 Carl M. Sangree, Jr.
 Merle A. Schultz
 Edward O. Shakespeare
 C. Robert Shearer
 Royal F. Shepard, Jr.
 Ellis P. Singer
 H. Clement Smith
 Francis M. Snodgrass
 Donald I. Sparks
 Stanley R. Tarr
 David E. Thomas
 James H. Thorpe
 Conrad W. Turner
 Edwin F. Tuttle
 Clark A. Vaughan
 Robert H. Velte
 Francis K. Walnut
 John R. Wilcox
 Robert D. Williams
 Robert A. Wingerd
 Theodore C. Wright

\$12,175.60**1950**

John T. Acton
 Joseph A. Barnes, Jr.
 William Barrows
 Wesley R. Betson
 Joseph G. Billo
 William S. Bishop
 L. Gordon Blasius
 David M. Blum
 David M. Brawnner
 Paul B. Cates
 Nicholas G. Chantiles
 Herbert Cheyette
 Reginald B. Collier

1950 (Cont.)

George D. Colman
 George Conklin
 Brooks B. Cooper
 James G. Deitz
 John W. Doane
 Lester R. Dragstedt, II
 John C. Dyson
 A. Theodore Eastman
 Thomas H. Edmonds
 Winter G. Ensign
 Richard A. Feroe
 Richard M. Fletcher
 Peter B. Flint
 James H. Foster
 Edward J. Gately, Jr.
 Thomas B. Gerlach
 Richard D. Griste
 David S. Harden
 James B. Hastings
 Robert J. Healey
 David O. Herman
 Hoyt L. Hickman
 Lawrence G. Imhof
 John A. Jackson
 Edgar M. Jamison, Jr.
 Jon J. Johnston
 A. Wilson Jones
 John Z. Katz
 Robert L. Kirk
 Gilbert W. Klein
 Andrew M. Knowlton
 Richard W. Laity
 Fred J. Lind
 William A. Linthicum, Jr.
 Andrew D. Lucine
 W. Bruce MacIntosh, Jr.
 Karl S. Manwiller, Jr.
 Donald B. Martin
 John Marvin
 G. Diehl Mateer, Jr.
 E. Trail Mathias
 Richard S. McKinley, III
 Charles M. Melchoir
 Roger M. Morrell
 Kenneth M. Moser
 Richard N. Myer
 Daniel P. Oppenheim
 Armand R. Ouellette
 Merlin W. Packard
 Robert Parke, Jr.
 Edward L. Pennypacker
 David E. Phillips
 Robert Pollard, III
 Richard E. Rankin
 Charles W. Reninger
 William L. Rhoads, III

1950 (Cont.)

Thomas M. Ridington
 William Y. Rodewald
 Rufus C. Rudisill
 William Schwartz
 Eugene Seder
 Arthur G. Segal
 Joseph W. Sener, Jr.
 Paul R. Smith
 F. Scott Smyth, Jr.
 Edward R. Snader, III
 A. Mead Sniffen
 E. Thomas Snipes (*Deceased*)
 Harris I. Stern
 Thomas Stern
 Peter Stettenheim
 H. Frederick Strohl
 William M. Swartley
 Runcie Tatnall, Jr.
 Edward W. Test
 Thomas P. Thornton
 David C. Tilley
 John P. Todd
 Thomas A. Todd
 Keith H. Turley
 Bernard Van Arkel
 John A. Vitello
 William W. Vogel
 Ian G. Walker
 W. Brinton Whitall
 Robert S. Wickham
 Horatio C. Wood, IV
 James Wood, III
 Andrew J. Zweifler

\$13,421.66**1951**

H. David Abbott
 Donald S. Amussen
 Richard B. Baltzell
 John E. Bell
 In Memory of
 William P. Boteler
 Robert DeP. Brown
 Oscar W. Carlson, Jr.
 Allen B. Clayton
 Samuel Colman, Jr.
 Richard K. Conant, Jr.
 William T. Conklin
 John J. Cooney
 Nevius M. Curtis
 Hunter O. Cutting
 D. Elwyn Davies
 John H. Davison
 Drew Deacon
 L. Crosby Deaton
 Allen H. Dewees

1951 (Cont.)

John L. Dodge
 Richard J. Eberly
 Philip Edgerton
 Robert B. Edmiston
 Frederick Exton, Jr.
 Philip J. Flanders
 Floyd F. Ford, Jr.
 Robert W. Freeman
 James C. French
 Thomas J. Garbaty
 J. Brooke Gardiner
 Charles D. Griffith
 Donald B. Harris
 Harry H. Hoehler
 John L. Holcombe
 C. Dallett Hoopes
 S. Grafflin Hudson
 John M. Hume
 William Jardine, II
 Victor T. A. Jowers
 Arkady Kalishevsky
 F. Scott Kimmich
 Wayne T. Kratz
 Robert B. Kunkel
 Gilbert M. P. Leib
 In Memory of
 Donald E. McCargar
 William P. Melcher
 Frederick S. Miller, Jr.
 Alexander B. Milyko
 Anthony J. Morley
 Frederic O. Musser
 Howard T. O'Neill
 Edward B. Patterson, Jr.
 John F. Paulson
 James C. Peden, Jr.
 Darwin J. Prockop
 R. James Quillen
 Francis H. Roberts
 C. Stanley Searle
 David W. Seith
 Paul E. Shipley
 Karl H. Spaeth
 Diogenes A. G. Taboga
 John W. Thomas
 Peter Thoran
 David K. Trumper
 Robert N. Tucker
 Harold F. Vedova
 Charles N. Welsh
 D. Elliott Wilbur, Jr.
 Alan T. Willoughby
 William D. Wixom
 John G. Zerrer

\$7,525.00**1952**

Albert C. Adam, Jr.
 Robert W. Atkinson
 Peter O. C. Austin-Small
 William L. Bair
 Richard K. Barnes
 Victor Basiuk
 Philip J. Baur
 Peter A. Bien
 Howard Bliss
 William M. Boger
 B. Donald Broadbelt
 Donald C. Chandler, Jr.
 Robert S. Chase, Jr.
 Robert M. Collins
 Sydney M. Cone, III
 Peter Cummins
 William H. Darlington
 Richard W. Eller
 William A. Elliott
 Curt F. Fey
 Robert T. Foley
 Robert J. Franke
 Gerald Freund
 Joseph A. Gailey
 Burrill M. Getman, Jr.
 Vincent Gilpin, Jr.
 Edgerton Grant
 Joseph H. Greene, Jr.
 Richard J. Greenwood
 Robert A. Hammond
 Daniel W. Hardy
 Peter R. Haviland
 Craig Heberton
 Frederic V. Hetzel, II
 Edward N. Hibberd, Jr.
 Donald W. James
 A. Clark Johnson, Jr.
 E. Arnold Jones
 Roger F. Jones
 Frank M. Keetzel
 John R. Killian, Jr.
 Donald G. Kirk
 Richard A. Kirk
 Peter W. Lande
 Lawrence M. Leonard
 Eric Loeb
 Leo D. McDermott
 Alfred B. McKenzie
 Richard K. Mead
 William D. L. Melcher
 R. Richard Messick
 Frank V. Miles
 Paul C. Milner, II
 Richard A. Norris, Jr.
 Nicholas Norton
 Wendell Oberholtzer

1952 (Cont.)

Peter Oliver
 G. Porter Perham
 Burton E. Pike
 C. Peter Rosenbaum
 Thomas N. Ruth
 Hershel Shanks
 W. Roger Sorg
 F. C. Greeley Stahl
 Paul L. Sterner, Jr.
 Peter Tapke
 David P. Willis
 F. Thomas Wilson
 Richard E. Wilson
 Thomas M. Woodward, Jr.
 Donald L. Young

\$6,634.50**1953**

A. Reid Allison, Jr.
 Roy S. Anderson
 Thomas M. Anderson, Jr.
 Anonymous
 John F. Benton
 Thomas N. Bisson
 Joel M. Bockol
 Elmer B. Carter
 David H. Caskey
 David Clark
 Robert W. Crichlow
 R. Theodore Curran
 Hugo L. Deaton
 David N. Denman
 Joseph S. Dibble
 John Dixon
 Daniel R. Fascione
 Kenneth L. Fernandes
 E. Lee Forker
 David S. Fuller
 George C. Fuller
 Milton McC. Gatch, Jr.
 Thomas H. Goldsmith
 Richard K. Gundry
 Norris Hansell, IV
 Joseph E. Helweg, Jr.
 Herbert W. Hickman
 John R. Hitchcock
 Hubert F. Howson
 Herbert A. Huene
 Milton H. Isay
 Karl Kumm
 Richard T. Lane, Jr.
 John W. Ledebuer, Jr.
 John M. Leggett
 Arthur W. Leibold, Jr.
 Somervell Linthicum
 Robert G. Logan
 Robert S. Matteson

1953 (Cont.)

Norman D. Mattson
 David A. Mayer
 Frederick W. Millspaugh, Jr.
 Lawrence C. Morris, Jr.
 Robert L. Nevitt
 T. Morris Perot, IV
 Frederick J. Piotrow
 H. Edward Reed
 Edward P. Rich
 C. Evans Roberts, Jr.
 Charles N. Robinson
 Burt R. Saidel
 Robert C. Scherer
 G. David Schlegel
 J. Peter Schmitz
 Robert C. Sechrest
 Robert T. Seeley
 Mark Sexton
 Labron K. Shuman
 John M. Somerndike
 Philip R. Stansbury
 Joseph H. Stein, Jr.
 Frederick D. Tabbutt
 Lewis J. Thomas, Jr.
 H. Yuan Tien
 Philip G. Vance
 David C. Wilson
 Mitchell Winn
 Peter H. Wood
 Thomas A. Wood

\$6,634.50**1954**

Theodore G. Belote
 Philip S. Benjamin
 M. Wyllis Bibbins
 William H. Bittel, Jr.
 Richard B. Bourne
 John C. Burton
 E. Kearney Carpenter
 W. Wistar Comfort
 Paul P. Craig
 James D. Crawford
 Joseph G. T. DeBerry
 H. Michael Dunn
 Sterling J. Eagleton
 Robert P. Feeser
 James P. Felstiner
 Lawrence J. Finkelstein
 Stanley A. Forster
 Orrin Frink
 Charles L. Fry
 Peter C. Gardner
 John F. Garrity, Jr.
 Robert A. Glatzer
 Peter B. Gontrum
 Christian M. Hansen, Jr.

1954 (Cont.)

Keith J. Hardman
 Earl G. Harrison, Jr.
 John S. C. Harvey, III
 Conrad D. Hellwege, Jr.
 Thomas S. Hiers
 Edward P. Hollingsworth, Jr.
 Jonathan A. Hummel
 L. Morris Johnson
 Richard I. Jones
 William G. Kaye
 John H. Kelly
 Stephen J. Kindig
 P. Richard Klein
 Mark C. Lissfelt
 Michael Moore
 D. Frederick Muth
 Richard Polsky
 R. Ronald Reno, Jr.
 Thomas B. Rentschler
 John B. Rettew, III
 Rodman S. Rothermell
 Stephen H. Sachs
 C. Edward Schofer
 Robert A. Seeley
 Edward M. Steele
 Richard K. Taylor
 E. J. Baylis Thomas, III
 T. Darrah Thomas
 Carlo M. Veneziale
 John G. Walton
 William B. Watson
 Christopher White
 William C. Wilson
 Peter Woll
 John C. Wren

\$6,871.50**1955**

Gerald S. Albright
 Alexander C. Allen
 John J. Allen
 Robert W. Alvord
 Charles Armstrong
 Harris C. Arnold, Jr.
 Koya Azumi
 Lee C. Bennett, Jr.
 Eric D. Blanchard
 Theodore R. Bledsoe
 Anthony Borton
 James B. Bradbeer
 Charles R. Brainard
 James A. Braker
 Richard E. Croasdaile, Jr.
 John E. Dixon
 Roswell Eldridge
 John B. Flint
 Marc A. Forman

1955 (Cont.)

Alexander H. Frey, Jr.
 Alexander Goldfinger, Jr.
 Thomas B. Goodkind
 George W. Gray
 Henry I. Hamburger
 Richard D. Hardy
 Pierce O. Hazleton
 David E. Hogenauer
 Johns W. Hopkins
 M. Alanson Johnson
 Chase D. Kepner
 Arthur Klein
 Morton S. Mandell
 Richard W. Marek
 William S. Masland
 John G. McDonald, Jr.
 Grant Morrow, III
 Urban Moss
 Jay A. Noble
 John H. Osler
 Garth R. Parker
 Paulding Phelps
 Harrison G. Raper
 Robert E. Read
 Richard D. Rivers
 Peter B. Rosenberger
 M. Huyett Sangree, Jr.
 Joseph Schatanoff
 Robert G. Schwartz
 John K. Speicher, Jr.
 John M. Strotbeck
 John G. Supplee
 David C. Sutton
 Robert G. Wilson

\$3,426.44**1956**

John K. Armstrong
 Peter H. Armstrong
 J. Winsor Baker, Jr.
 A. Ralph Barlow, Jr.
 Robert Broughton
 Donald F. Cohill
 Philip D'Arrigo
 John H. Dick
 Walter B. Douglas
 George H. Fettus
 Mark B. Freedman
 Harold M. Friedman
 Robert J. Gage
 Thomas H. Garver
 John H. Gould
 Joseph E. Green, III
 David G. S. Greene
 Robert B. Greer
 Norman Grossblatt
 Winfield S. Hall

1956 (Cont.)

Daniel E. Harris
 John R. Hawkins
 Joseph H. S. Hoag
 Joseph L. Horner
 R. Allen Irvine
 Richard A. Isay
 In Memory of
 Otis S. Johnson
 Richard M. Johnson
 George P. Keeley
 John L. Kemmerer
 Jerome J. Klinman
 Stephen B. Knowlton, Jr.
 Theodore G. Kummer
 Ernest Kurkjian
 Charles B. Lane
 Walter E. Langsam
 Newell B. Mack
 George Malko
 H. Michael Mann
 John F. Marquardt
 Thomas W. Martenis
 Robin S. McDowell
 Arthur M. McLean
 Donald C. Mead
 John Mikhail
 Louis H. Miller
 Richard C. Monroe
 H. William Ortmann
 John L. Pfaltz
 Theodore M. Regan, Jr.
 Fritz G. Renken
 Peter M. Renner
 H. Burt Richardson, Jr.
 C. Robert Ruppenthal, Jr.
 Frederick N. Schwentker
 David B. Seaver
 H. Stark Semans
 Gordon M. Shedd
 James R. Shuster
 Steven Sieverts
 Michael Smith
 Geoffrey H. Steere
 John M. Stephens
 Neil W. Swinton, Jr.
 John W. Thomas
 Robert K. Togsaki
 Robert R. Traut
 Robert M. Turner
 Robert P. Wallace
 D. Sellers Walton
 Harold D. Weaver, Jr.
 D. Alexander Wieland, Jr.
 Lewis R. Woodham
 Lamar D. Woznicki

\$4,678.00**1957**

Marc F. Abramson
 Anthony G. Amsterdam
 Anonymous
 Mason Barr, Jr.
 Blaine L. Block
 Robert C. Challener
 Pierre Clavel
 Clive R. Coroneos
 Arthur Cowen
 Donald A. Crane
 Robert W. Densford, II
 Benjamin A. Dent
 William P. Doherty, Jr.
 Michael B. Donham
 Henry M. Farrell
 Richard Forman
 Roger S. Foster, Jr.
 Seth Gibson
 Robert H. Goldberg
 Diller B. Goff, III
 John P. Hanson
 Benson H. Hart
 Paul R. Haviland
 Warren Hecht
 Thomas Helmstadter
 Rolland H. Henderson
 P. Donald Hopkins
 Robert W. Hunt
 Allan A. Hunter, Jr.
 Akira Iriye
 Stanley B. Johnson, III
 Robert W. Kilpatrick
 Edwin J. Kirby, Jr.
 Joel M. Levin
 Robert J. Lindeman
 W. Herbert Long, III
 Charles S. Mack
 Louis R. Matlack
 Douglas W. Meaker
 James P. Meloney
 Erik B. Mezger
 James P. Moody
 William W. Moss, III
 William M. Murray
 William L. Newmeyer, III
 Paul E. Nickel
 Robert W. Noyes
 Lincoln D. Paine
 Robert B. Price, Jr.
 Richard Rehmeier
 Ralph C. Sanson, Jr.
 John R. Schott
 Richard B. Smith
 Edward J. Stevens, III
 William D. Stine
 Donald C. Stover

1957 (Cont.)

Daniel W. Swift
 Henry M. Thomas, III
 Joseph S. Torg
 H. Thomas Unger
 Richard V. Wagner
 John G. Wallace
 James N. Whitney
 E. Reed Wilbur
 Jack N. Wilentz
 David L. Willcox
 Howard L. Wolf
 William A. Yost, III
 Peter K. C. Zavitz

\$5,157.62**1958**

John F. Adams
 M. Ian Adams
 Paul L. Aiken, Jr.
 Nyles N. Barnert
 Cheston M. Berlin, Jr.
 William C. Bertolet
 James L. Boyer
 Edward L. Bradley
 Alfred S. Buck
 Laurence B. Christmas
 John F. Crawford
 David W. Ellis
 Michael R. Fogel
 Burton Friedman
 Kenneth Geist
 Leigh M. Gelsner
 Carl J. Getty
 Allan Gold
 Newcomb Greenleaf
 Lauro D. S. Halstead
 Frederick A. Hargadon
 Eric Harrison
 William B. Harvey
 John W. B. Hershey
 Horatio S. Hill
 James D. Holmes
 Robert J. Hopper
 Douglas S. Kerr
 Norman R. Klinman
 Robert L. Krause
 Carl N. Kunz, Jr.
 Harold P. Kurzman, Jr.
 Thomas Maddock, II
 Anthony A. Manheim
 Thomas A. Medsger
 Jay P. Mohr
 J. Wilson Myers
 Kemble P. Nolte
 Perkins C. Pedrick
 Franklin H. Pennell, Jr.
 Harvey E. Phillips

1958 (Cont.)

Hermann K. Platt
 Robert G. Pratt
 Leighton A. Price
 B. Graham Ralph
 Mark H. Randall
 David A. Richie
 Paul G. Rodewald, Jr.
 William A. Sayles
 Eric T. Schoonover
 Richard E. Schramm
 Earl J. Smith
 E. Chadwick Squires
 Kenneth A. Tannenbaum
 C. Howard Thomas, Jr.
 Jon P. Tilley
 Daniel C. Wills
 Donald P. Winter
 Roger D. Wollstadt

\$3,208.00**1959**

Henry J. Alexander
 D. Ridgely Bolgiano
 J. Gurdon Brewster
 Bruce D. Campbell
 David Char
 Jonathan Clark
 Daniel M. Clemson
 Robert M. Colburn
 William S. Comanor
 John Coulthurst
 Richard W. Curtis
 Peter N. Davis
 John D. DeJong
 Frank S. Dietrich
 Peter J. Eidenberg, III
 Hans W. Engelhardt
 M. Mather Feick
 Allen C. Fischer
 J. Dexter Forbes
 John M. Foshay
 William G. Fullard, Jr.
 David Grambs
 Alexander A. Green
 John D. Gresimer, II
 Laurence S. C. Griffith
 Frederick Halbach-Merz
 Jeffrey K. Hecht
 Elliott M. Heiman
 Richard L. Hobaugh
 John H. Hornbaker, Jr.
 Garry Hyatt
 Alan E. Johnson
 Michael M. Kaback
 Walter E. Kaegi, Jr.
 David H. Kain
 James A. Katowitz

1959 (Cont.)

Robert L. Kriel
 Donald L. Lauve
 Richard H. Lederer
 Harry M. Leeser
 Gordon A. Leichty
 Victor A. Liguori
 Anthony B. Long
 W. Morris Longstreth
 Joel R. Lowenthal
 Frank T. Lyman, Jr.
 Joseph M. Mamana
 Robert M. Matthews
 Laurence C. Maud
 Hugh W. McLeod
 John D. Miller
 J. Philip Miller
 James H. Morris
 James R. Moyes
 Paul E. Norris
 N. Tenney Peck
 Henry A. Phillips
 Charles B. Pursel
 Emery V. Rice
 Theodore A. Robinson
 Donald A. Scarborough
 Donald B. Scholl
 Palmer G. Steward
 Donald A. Stone, Jr.
 William G. Taylor
 Martin V. B. Teem, Jr.
 Charles G. Thorne, Jr.
 Stuart H. Tubis
 John R. Vastine
 William N. West
 Edwin D. Wolf
 Richard K. Wood

\$4,056.00**1960**

Randall L. Albright
 Gregory G. Alexander
 Peter L. Arnow
 Truman C. Bullard
 G. Garrett Carpenter
 John W. Coker
 Robert L. Coles
 Jonathan H. Collett
 Coulson A. Conn
 Daniel J. Cook
 James D. Cooper
 Albert E. Dahlberg
 Joseph G. Fulkerson
 Philip V. Gerdine, Jr.
 Frank L. Harvey, III
 John B. Hayter
 R. David Hillier
 Theodorus N. A. Hoen

1960 (Cont.)

Peter B. Howard
 W. James Howard
 John B. Hurford
 Malcolm E. A. Kaufman
 C. Herman Klingensmaier
 Gerald M. Levin
 Charles S. Lipton
 E. Morgan Longbotham, Jr.
 John G. Macort, Jr.
 Robert P. Margie
 Robert S. Miller
 Thomas W. C. Miller
 David W. Morgan
 Werner E. Muller, Jr.
 David E. Nelson
 Benjamin H. Newcomb
 Charles F. Osgood
 George G. C. Parker
 Kendrick W. Putnam
 J. Allen Ramey
 David G. Rhoads
 Jonathan E. Rhoads, Jr.
 Charles C. Roberts
 Joseph E. Rogers, Jr.
 David L. Rondthaler
 D. Hugh Rosenbaum
 Alexander B. Sharp
 A. Louis Sheitelman
 John E. Shepherd, Jr.
 David Shivers (*Deceased*)
 Brownlow M. Speer
 Leland E. Stevenson, Jr.
 Daniel P. Stites
 Dudley W. Summers
 Samuel M. V. Tatnall
 Marc R. Wedner
 Jonathan S. Weil
 Norman M. Woldorf
 Ralph T. Wright
 Arthur W. Wright

\$3,126.50**1961**

Gordon Adams
 Carl R. Alving
 Marc B. Anderson
 Alan W. Armstrong
 Thomas T. Army
 Hugh Bonner
 Marc E. Briod
 Robert J. F. Brobyn
 Peter G. Brown
 David J. Challis
 William A. Craig
 Michael R. Dohan
 William H. Edgar
 Elliott W. Fenander

1961 (Cont.)

George L. Fernsler, Jr.
 Peter D. Fox
 Melvin L. Gary
 Martin G. Griffith
 William R. Grose, II
 Edward L. Hatch
 J. Daniel Heilman
 Thomas A. Henderson
 Erik P. Hoffmann
 Svend F. Holsoe
 William A. Houston
 John S. Howe, Jr.
 Stark G. Jones
 Christoph M. Kimmich
 Stephen L. Klineberg
 Jeffrey K. Larson
 Martin C. Lehfeldd
 Richard F. Lockey
 Robert L. Martin
 Noel D. Matchett
 Edward A. Mechling
 Gary K. Olsen
 Alan K. Paskow
 James N. Pendleton
 E. Evertt Pierce, III
 Ralph D. Quinter, III
 W. Charles Read
 George G. Rhoads
 E. Kerfoot Ritter, Jr.
 Howard L. Schambelan
 Michael K. Showe
 Edward R. Silverblatt
 Jere P. Smith
 Lewis F. Smith
 Thomas B. Souders
 William H. Speakman
 Francis J. Stokes, III
 Frederick C. Swan, Jr.
 Hollinshead N. Taylor
 Mark E. Thompson
 F. Dycus Threadgill, Jr.
 Alan C. Tillis
 Kenneth K. Trabert
 William E. Walling, Jr.
 Michael R. Weil
 Peter Wolff

\$1,547.83**1962**

Joel D. Baehr
 Malcolm F. Baldwin
 John F. Blair, Jr.
 James M. Burgin
 James E. Dahlberg
 William H. Erb, Jr.
 Jonathan Flaccus
 Albert W. Fowler

1962 (Cont.)

Robert Booth Fowler
 John D. Fox
 David L. Gaetjens
 Harold S. Gray
 Davidson R. Gwatkin
 Michael D. Hampden
 Mark L. Hartman
 Howard M. Helsinger
 Hugh W. Knox
 Gyula B. Kovacsics
 Timothy Lewis
 Robert W. Lynn
 Stephen H. Miller
 Richard B. Parker
 Charles R. Robinson
 Michael Rodell
 Frederic G. Sanford
 Donald L. Snider
 William F. Steigman
 George M. Tai
 Robert S. Tannenbaum
 Daniel S. Turner
 James G. M. Weyand, Jr.
 Edward J. Zobian

\$307.00**1963**

Raymond W. Andrews, Jr.
 Lawrence H. Auer
 G. Putnam Barber
 Barry H. Barlow
 William H. Beik
 Terry B. Belanger
 Charles C. Bernheimer
 Herbert H. Blumberg
 James D. Blumenthal
 John S. Carroll
 John R. Cole
 Charles B. Conn, III
 John R. Cook
 Alan T. Crane
 Dan D. Crawford
 David C. Daneker
 Horace F. Darlington, Jr.
 G. Raymond De Ris
 Howard C. Deshong, Jr.
 William V. Dorwart, Jr.
 Peter A. Eddy
 Stephen J. Ettinger
 Robert H. Ezerman
 Bruce S. Foerster
 Joseph E. Franklin, Jr.
 James F. Geddes, Jr.
 Loren F. Ghiglione
 Ian R. Gilbert
 B. Scott Gillam
 Jeffrey W. Grambs

1963 (Cont.)

David B. Hall
 Wayne E. Hammaker
 Edwin M. Hartman
 Roger W. Herzel
 John F. Heuss
 Kirk L. Hilliard, Jr.
 Sidney Hollander
 George W. Houston
 John D. Houston, II
 David Hunt
 John P. Johnson
 Stephen C. Johnson
 Gregory Kannerstein
 William S. Kelley
 Roger L. Kohn
 Peter H. Lary
 W. Geoffrey Lawn
 B. Dov Lederberg
 Andreas P. Lehner
 David K. Leonard
 William G. Levi
 Stuart L. Levitt
 John H. Liesveld, Jr.
 Kermit V. Lipez
 James B. MacRae, Jr.
 John D. Margolis
 Shunji Maruyama
 John S. McConaghy, Jr.
 William H. Mechling, III
 Robert F. Miller
 Paul R. Moyer
 K. Thomas Noell
 Robert W. Nolte
 H. Peter Norberg
 Ernest T. Northrup
 Frank H. Pollard
 Charles W. Powers
 William H. Phillips
 E. Spencer Quill
 Arnold H. Quint
 Frederick E. Raach
 William G. Riggan
 John H. Roberts
 Timothy L. Rose
 Robert L. Ruberg
 John D. Ruff
 Joseph R. Schulze
 Thomas M. Schweitzer
 Edwards P. Schwentker
 Stephen S. Shafer
 William B. Shermer
 Andrew Siegel
 Charles W. Smith
 George P. Smith
 Kent G. Smith
 Stephen S. Smith

1963 (Cont.)

Adam Spiegel
 Frank J. Stanley, III
 Benedict R. Stavis
 Alan N. Stone
 Joseph H. Taylor, Jr.
 Charles A. Thrall
 Richard W. Unger
 Ross Van Denbergh
 Anthony F. Vincent
 Anthony J. Walton
 Michael J. Weber
 Michael W. Werner
 Robert A. White
 Michael J. Wichura
 Lindsley Williams
 Joerg C. Winterer
 John S. Wood
 Fred R. Worth, III
 \$3,564.50

**GRADUATE
STUDENTS**

Deborah D. Adams
 Lawrence W. Auld
 Alson H. Bailey
 Joseph R. Bailey
 John H. Bottjer
 Wilbert L. Braxton
 Edwin B. Bronner
 Dorelen Feise Bunting
 William D. Burbanch
 Wallace T. Collett
 William L. Conlon
 Florence T. Cox
 Mary Esther Dasenbrock
 Elizabeth B. Garrison
 Marlis Gildemeister
 Priscilla K. Goldthwaite
 Michael Gunther
 George W. Hagner, Jr.
 Margit Hilsenrad
 Daniel N. Hoffman
 Allen D. Hole, Jr.
 Clayton W. Holmes
 Luther M. Hunt
 Arland I. Innes
 Joachim J. C. Jaenicke
 Elizabeth Marsh Jensen
 Betty Freyhoff Johnson
 Ira O. Kemble
 Samuel D. Kron
 Hershal L. Macon
 Robert K. Marshall
 Gerald D. McDonald
 Ivan C. Milhous

GRADUATE STUDENTS (Cont.)

Esther Morrison
Frank G. Nelson
Barbara T. Nichols
Anja H. Olin
David H. Parsons, Jr.
Maxfield Parrish
Clarence R. Perisho
Laurama P. Pixton
John N. Plank
Robert R. Poush
Joyce Wuesthoff Povolny
Charlotte Brooks Read
Constance Walton Rendall
Annette J. Reynolds
Comfort Cary Richardson

Fritz Rudiger
S. Roy Schuckman
Charles A. Sloat
Samray Smith
Warren Swartzbeck
J. Spottswood Taylor
J. Walter Tebbets
Allen M. Terrell
Jean Lichman Trapido
Robert Van Der Voort
Paul W. Wager
Paul W. Weiser
Frank K. Weiskel
Raya Schachman Weissman
Ann Stiles Wylie
\$7,662.47

NON-ALUMNI PARENTS

In Memory of

John B. Adams
 Mrs. Paul L. Aiken
 Dr. & Mrs. Robert B. Aird
 Fred Alexander
 Mr. & Mrs. Paul R. Allen
 Ralph B. Allen
 Alf S. Alving, M.D.
 Mr. & Mrs. Raymond W. Andrews
 Mr. & Mrs. William Aronoff
 Mr. & Mrs. Frederick G. Auer
 Mr. & Mrs. Jack Auerbach
 Dr. & Mrs. Harold E. Barlow
 Dr. & Mrs. C. Lombardi Barber
 Mrs. Philip J. Baur
 Judge & Mrs. David L. Bazelon
 Prof. & Mrs. Paul H. Beik
 Mrs. Constantine A. Belash
 Mr. & Mrs. Richard Bernheimer
 Dr. & Mrs. Alan Bestine
 Mrs. Robert Bird
 Mr. & Mrs. Harold Bibber
 Rear Adm. Paul Blackburn, Jr.
 Dr. & Mrs. John F. Blair
 Mr. & Mrs. G. Laurence Blauvelt
 Mrs. Robert C. Blake
 Dr. & Mrs. Morton E. Block
 Mr. & Mrs. Maurice J. Blumenthal
 Prof. & Mrs. N. T. Bobrovnikoff
 Mr. & Mrs. Herbert J. Bockol
 Jack L. Bockol
 Dr. & Mrs. Benjamin Boshes
 Edward L. Bradley
 Mr. & Mrs. Andre E. Briod, Sr.
 Dr. & Mrs. Paul C. Bucy
 Charles F. Bullard
 Dr. Leo B. Burgin
 Mr. & Mrs. Frank Caplan
 Mr. & Mrs. James Carlin, Sr.
 Mr. & Mrs. O. William Carpenter
 Mr. & Mrs. G. Howard Carragan
 Walter H. Clark
 Mr. & Mrs. Kenneth Clouse
 Mr. & Mrs. John Cobbs, III
 Stanley K. Coffman
 Mrs. William Cohan
 James T. Coker
 Robert T. Colburn
 William C. Coles, Jr.
 Theodore Cook
 Mr. & Mrs. Roger A. Crane
 Mr. & Mrs. Maxwell Dane
 Mrs. Walter S. Davison
 Mr. & Mrs. Romolo De Luca
 Dr. William J. De Nie

Parents (Cont.)

Mr. & Mrs. George De Ris
 Mr. & Mrs. Michael Del Bello
 Mr. & Mrs. William Dorwart
 Mr. & Mrs. Andrew B. Dott
 Mr. & Mrs. Frank Duttonhofer
 Mr. & Mrs. Henry Ecroyd
 Dr. & Mrs. Frederick M. Eddy
 Dr. John T. Edsall
 Charles W. Eisele
 Mr. & Mrs. Arthur T. Ellison
 Dr. & Mrs. William H. Erb
 Mr. & Mrs. Benjamin Ettinger
 Dr. & Mrs. Bergen Evans
 Mrs. Walter Fales
 Mr. & Mrs. Albert J. Faulhaber
 Mr. & Mrs. Irving D. Feinland
 Mr. & Mrs. William Felstiner
 Mr. & Mrs. Edmund A. Fenander
 Mr. & Mrs. George L. Fernsler
 Dr. & Mrs. Lee Foshay
 Dr. & Mrs. Joseph E. Franklin
 Mrs. Louis K. Freedman
 Dr. & Mrs. A. Stone Freedberg
 Mrs. Frances B. Friedman
 J. Carol Fulkerson
 Mr. & Mrs. John Gardiner, Jr.
 Mr. & Mrs. Bruce Gelser
 Mr. & Mrs. William J. Ghiglione
 Mr. & Mrs. John E. Gilmor
 Mr. & Mrs. Ellis A. Gold
 Edwin K. Gontrum
 Mr. & Mrs. Isadore Gottlieb
 Rev. & Mrs. George L. Grambs
 Mrs. Dudley Grant
 Dr. & Mrs. Philip H. Gray
 Dr. Joseph E. Green, II
 Dr. & Mrs. John Griffith, Jr.
 Mr. & Mrs. William E. Gross
 Diller B. Groff
 Mr. & Mrs. Stanley Grossman
 Mr. & Mrs. Irvin J. Gruber
 Mr. & Mrs. William Gwatkin, Jr.
 Dr. & Mrs. Wendall C. Hall
 Mrs. Martin Hauri
 Mr. & Mrs. Douglas N. Hawkins
 Mrs. Hubert M. Hayter
 Mr. & Mrs. Albert Helsinger
 Mr. & Mrs. John S. Heuss
 Mr. & Mrs. Robert Hirss
 Dr. Charles L. Hobaugh
 Mr. & Mrs. William J. Hodge
 Dr. & Mrs. Jesse E. Holland
 Walter Hollander, Sr.
 Mr. & Mrs. H. Pearson Hopper
 Mr. & Mrs. Maurice Horwitz
 Mr. & Mrs. Raymond W. Houston

Parents (Cont.)

Dr. & Mrs. John S. Howe
Mr. & Mrs. Frank K. Idell
Mrs. Milton H. Isay
Mrs. Ashmore C. Johnson
Mr. & Mrs. S. Bayard Johnson
Mrs. Miller A. Johnson
Dr. & Mrs. Elvin A. Kabat
Walter E. Kaegi
Mrs. Stanley J. Kann
Dr. Milton Kannerstein
Mr. & Mrs. Hyman G. Kanes
Dr. & Mrs. Max D. Kasser
Joseph Katowitz
Mr. & Mrs. Philip A. Kaye
Mr. & Mrs. Sheldon Kelley
Wyle Kilpatrick
Mrs. Emil Kimmich
Dr. & Mrs. John M. Kimmich
Mrs. Eleanor Kittredge
Dr. & Mrs. Otto Klineberg
Mr. & Mrs. Ralph W. Knudson
Elliott Kohn
Michael E. Kratz
Stanley M. Kriel
Mr. & Mrs. Robert M. Krone
George K. Kummer
Frank E. Lamphere
Mr. & Mrs. Hal B. Lary
Mr. & Mrs. Robert B. Lea
Rev. & Mrs. Charles S. Lee
Mr. & Mrs. Jesse J. Lehman
Rev. & Mrs. Harold Letts
David Levin
Dr. & Mrs. Harry L. Levitt
Mr. & Mrs. John H. Liesveld
Mr. & Mrs. Alvin Lippard
Mr. & Mrs. Abraham H. Lipez
Dr. & Mrs. Stephen Lockey
Mr. & Mrs. Maurice E. Long
Mrs. W. Church Longstreth
Dr. Albert A. Lucine
Mr. & Mrs. Otto Lutherer
Dr. & Mrs. Edward Lutton
Mr. & Mrs. Kenneth MacLeod
Mr. & Mrs. J. Gilbert Macort
Prof. & Mrs. James B. MacRae
Mrs. Frank J. Malandra
Otto P. Mann
Karl S. Manwiller
Mr. & Mrs. Richard K. Manoff
Dr. & Mrs. Harry M. Margolis
Dr. Gilbert H. Marquardt
Mr. & Mrs. George Martin
Mr. & Mrs. Robert W. Matlack
Frederick O. Merz
Mr. & Mrs. C. H. Sayre Merrill

Parents (Cont.)

Mrs. Carleton W. Meyer
Mr. & Mrs. Henry J. Meyer, Jr.
Henry Solomon Miller
Charles W. Miller
Mrs. Charles E. Mills
Mr. & Mrs. Reid T. Milner
Dr. & Mrs. Roger Mitchell
Mr. & Mrs. Kenneth Montgomery
Mr. & Mrs. Kenneth W. Morgan
Dr. & Mrs. Grant Morrow
Mr. & Mrs. Werner E. Muller
Frank Murphey
Wallace A. Murray
Franklin S. Nauman
Mrs. Hortense Neimark
Mr. & Mrs. Hans A. Norberg
Prof. & Mrs. Grant Northrup
Lindley E. Parker
Mr. & Mrs. Thomas S. Parker
Mr. & Mrs. Raymond Pearlstine
Rev. & Mrs. Othniel A. Pendleton
Mr. & Mrs. Robert Penn
Mr. & Mrs. Harvey C. Perry
Hugo M. Pfaltz
Harry Phillips
Mr. & Mrs. Henry Phillips, Jr.
Mr. & Mrs. E. Everett Pierce, Jr.
Mr. & Mrs. George W. Pierce
Frederick A. Piotrow
Dr. & Mrs. Hans Popper
Mr. & Mrs. Raymond A. Powers
Dr. & Mrs. William F. Putman
Mr. & Mrs. Milton Quint
Mr. & Mrs. Frederick R. Raach
Mr. & Mrs. Henry A. Ramey
Mr. & Mrs. Paul C. Raymond
Mr. & Mrs. Stayman L. Reed
Mr. & Mrs. Albert Reiner
Mrs. James B. Reill
Mr. & Mrs. Fred Reinfeld
Mr. & Mrs. Russell Reno
Mr. & Mrs. W. A. Rentschler
Drs. Marie & George Riegl
Prof. & Mrs. George A. Riggan
Mrs. Edward H. Roberts
James C. Roberts
Dr. & Mrs. Harry Robinson, Jr.
William T. Robinson, Jr.
Arthur Rosenbaum
Samuel R. Rosenbaum
Mr. & Mrs. Louis Rosenfeld
Mrs. C. Anthony Rosso
Mr. & Mrs. Norman Ruberg
Mr. & Mrs. Douglass Ruff
George Russell
Dr. & Mrs. Gregory Salisbury

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Total \$113,150.00

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1960-1963

DEVELOPMENT PROGRAM CAMPAIGN

Alumni Subscriptions	\$1,359,291	
Non-Alumni Parents	122,841	
Non-Alumni Friends	135,062	
<i>Total from Individual Donors</i>		\$1,617,194
Corporations and Foundations		351,895
Bequests		361,606
<i>Total for Campaign Purposes</i>		\$2,330,695

CONTRIBUTIONS TOWARD OTHER DEVELOPMENT PROGRAM OBJECTIVES

Lectures in the Humanities	\$ 61,900	
Henry S. Drinker Music Center and Fund	23,262	
The Biology Department		
Renovation of Sharpless Hall	238,061	
Equipment	103,400	
Curriculum Development	103,374	
Sub Total		\$ 529,997

GRAND TOTAL OF GIFTS FOR COLLEGE DEVELOPMENT		<u>\$2,860,692</u>
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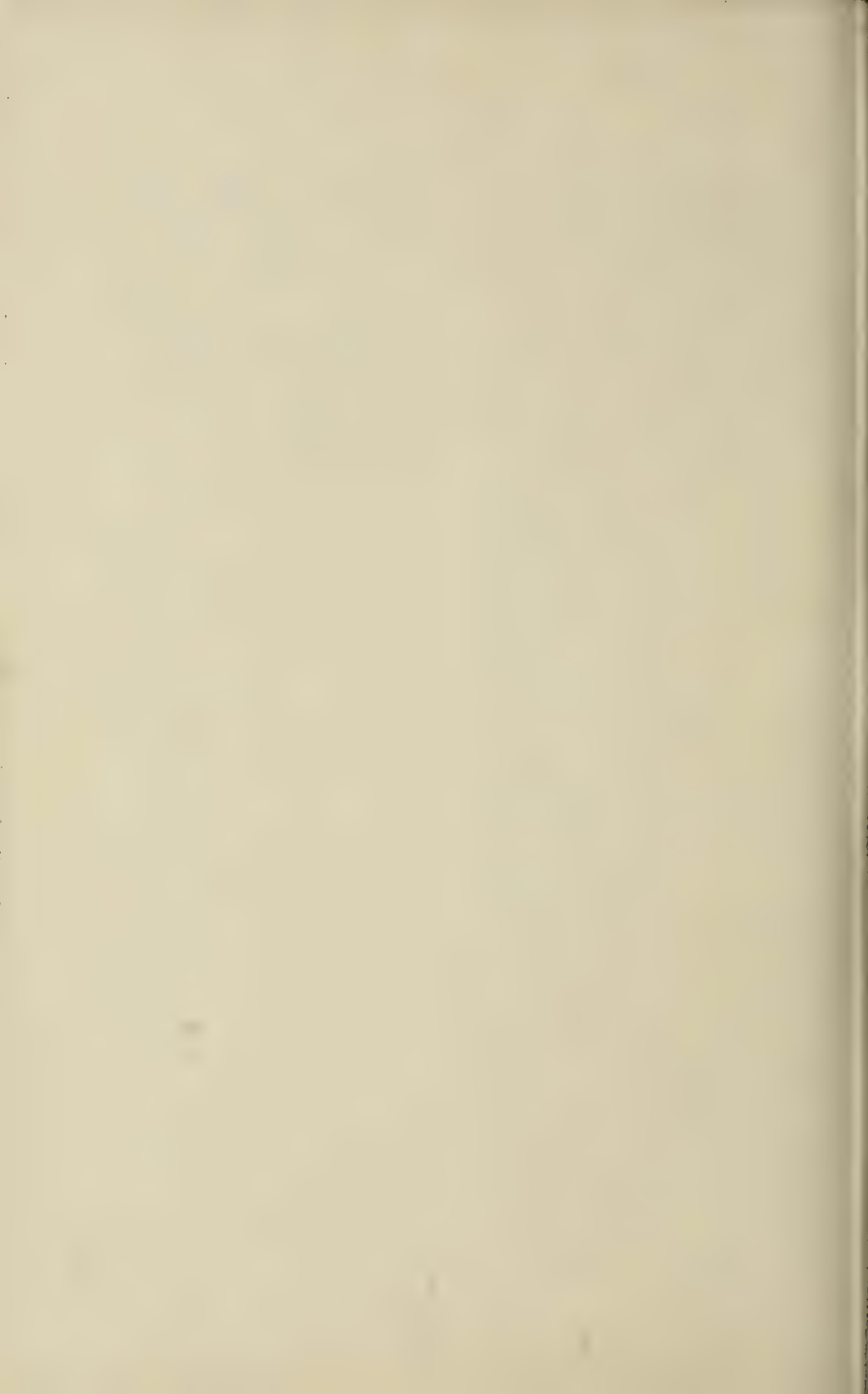
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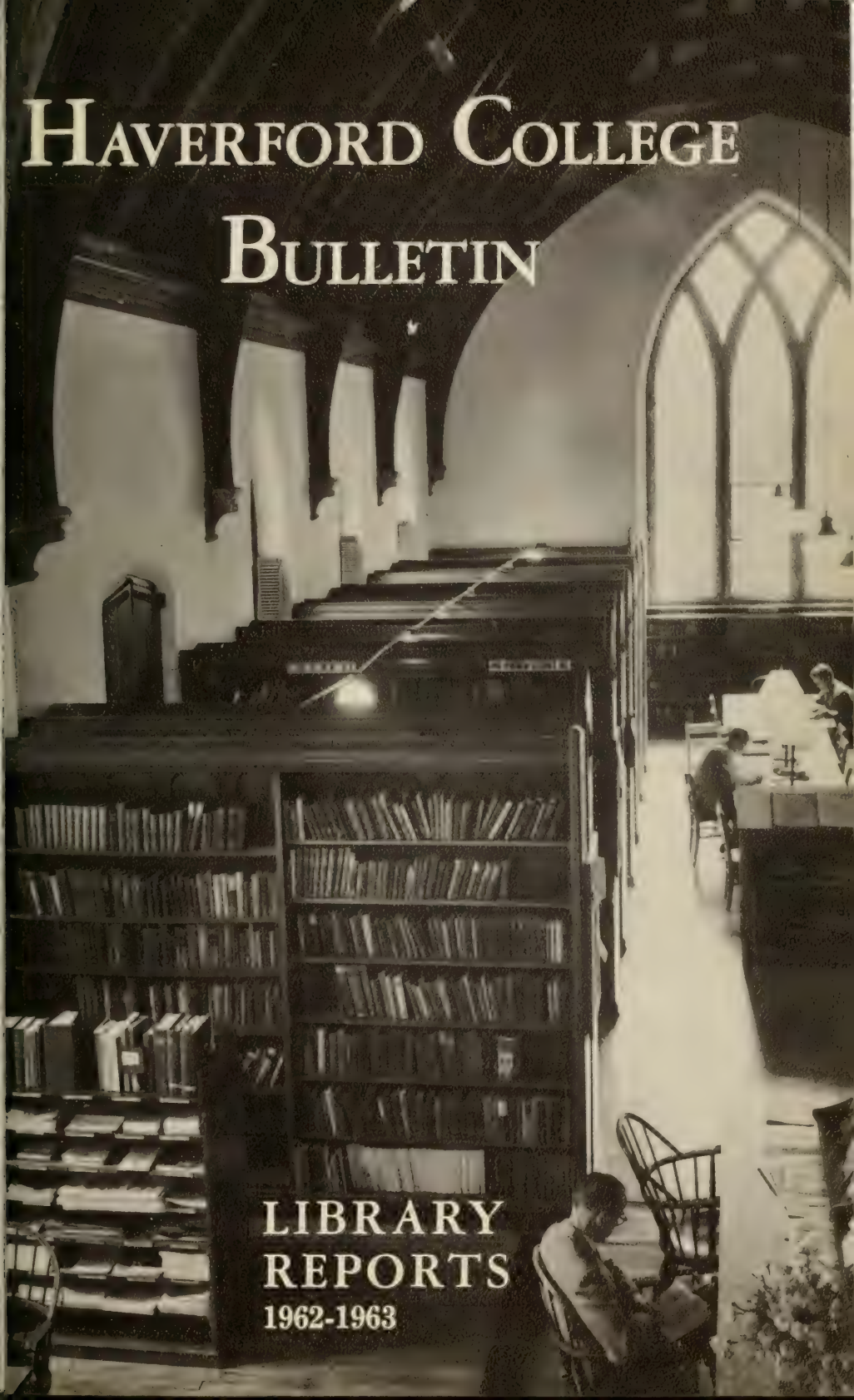
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HAVERFORD COLLEGE BULLETIN

LIBRARY
REPORTS
1962-1963

***Haverford College Bulletin*, Vol. LXII, Number Four, January, 1964, Library Reports.** Issued July, October, November and January by Haverford College, Haverford, Pennsylvania. Entered as second-class matter November 2, 1944, at the Post Office at Haverford, Pa., under the Act of August 24, 1912.

REPORTS OF THE LIBRARIAN
and
THE CURATOR
OF THE QUAKER COLLECTION
for
1962-1963



HAVERFORD COLLEGE
HAVERFORD, PA.



REPORT OF THE LIBRARIAN

1962-1963

Both in summarizing the main facts about last year's activities in the Haverford College Library and in looking ahead, I find myself compelled to stress the word *growth*. This is the tiresome theme of every Library report, you may think. It is indeed; "my theme is alwey oon," as Chaucer's Pardoner says; but this time repetition of the theme is fully justified, if not forced upon me, by decisions respecting the College's future size. I am more convinced than ever that if Haverford is to preserve its high standards and fulfill its publicly-proclaimed commitments, we must face up to the urgency of making provision for growth of book funds, of storage space, and of working space for Library staff, students, and faculty. These are actual, genuine problems that cannot be dodged, refuse to go away, and will not solve themselves. We all rejoice that the new science building is now completed; that another science building, Sharpless, will be entirely renovated; and that a new dormitory is to be built. But the Library, as the center for humanistic studies and for much of the work in social science, demands attention also. We have made a start on Library planning, as you will hear, and we think we know which direction to take. We must hope that we can move ahead soon.

We are always adding books, obviously, and as I remarked in my last report, the Library grows in volumes whether the College enrollment increases or not. Since my last report was published, however, the problem of growth in other respects has presented itself. I refer, of course, to the decision of the Board of Managers to enlarge the enrollment of the College by nearly fifty per cent in the next decade. The official announcement of this decision made clear that the rate of expansion will depend on the availability of satisfactory facilities, and that expansion must be of such a kind and at such a rate as to ensure a high standard of academic performance.

A moment's reflection shows that even controlled expansion will require serious decisions about the Library. For if the College admits only fifty or sixty more students than it had last year, bringing the total to, say, 525 instead of 464, the Library will not be able to furnish satisfactory working space for them. What is going to be done to provide seating space when the enrollment is 600 or 650 or 700?

This is why growth must be a topic of concern for Haverford, more so perhaps than for most colleges. For the truth is that we are ten or fifteen years behind them in making such decisions; whether for better or worse is a matter of opinion. Many of the smaller colleges have built new libraries in the last decade; others, including Bowdoin, Swarthmore, Dickinson, Lafayette, Earlham, Amherst, Wooster, have just opened new ones or else are about to build new ones. Bryn Mawr will either build a new building or enlarge the present one.

Haverford does not have to imitate other colleges, nor is our situation precisely like theirs. For example, it is fair to say, I believe, that the present Swarthmore College Library building is less adequate to Swarthmore's needs than ours is to our needs. Swarthmore, therefore, has no alternative to building a new library, and fortunately it has received a splendid gift with which to do just that. Whether we need a completely new building is doubtful. At least our professional advisers have not told us we do. They seem to think that extensive renovation of the present building, plus a sufficiently capacious annex, would see us through to the end of the century. You will be hearing more about this question. The point of raising it here is not to alarm you unduly but to say as plainly as possible that it is later than you think, and that large-scale planning for the Library must be undertaken without delay.

Although the new science building was not used in the academic year covered by this report, I must refer to it, because some readers will surely want to know where or how it fits into Library planning. On the second story of the wing of the science building is a library with a capacity of close to 20,000 volumes. It has a full-time librarian by day, Mondays through Fridays, and in the evenings and on week-ends student assistants are on duty there. The room has, besides stacks and bookcases, table space for forty readers and carrels for twenty-four more, a room for microcard and microfilm machines, and two small rooms (with blackboards) for conferences. Ample work space is provided for the librarian in two rooms adjoining the control desk.

This is a carefully planned, well-lighted, comfortable room. It contains, in addition to chemistry, physics, and mathematics books and periodicals from departmental libraries, several thousand volumes on other sciences and on ancillary subjects from the main Library. But since all chemistry and physics publications come to the new building from Sharpless, we do not gain nearly so much space in the main Library as might have been supposed. And when I add that we have been forced of late to extend the manuscript cage to make more room for Roberts and Quaker Collections documents, and that we must plan to move the fiction now in the center of the main reading room (opposite the circulation desk) to some other part of the building, it becomes clear that shelves vacated by science books (other than chemistry and physics) will be completely filled up. In other words, addition of the new science building gives us little or no new space in the main Library building.

So, to make a long story short, we are unpleasantly close to running out of suitable *storage space* in the main building. I say "suitable" because we do not want to have to store books on the floor or the window sills. If it comes to that, we shall be in a desperate way. Let me point out that in the past two years we have added 10,767 volumes to our collections. Growth at this rate can only mean that more room must be found very soon.

Secondly, we must, as I have said, do something about providing more *reading space*. I can report that we have already taken the first modest but definite steps in this direction by engaging two architects to study the main part of the building and make suggestions about relocating the entrance and the circulation and reserve desks. Since the present entrance is at the farthest possible distance from the card catalog and stacks, a steady stream of traffic flows through the main reading room, which as a result is the noisiest part of the building instead of the quietest, as it should be. If the main entrance to the building could be elsewhere than it is, we could then use all of the main reading room (Alumni Hall) for reading space. This is something we want to do very soon—in 1964, I hope. But it is, I repeat, merely a modest first step.

The second stage would be renovation and some kind of enlargement of the South Wing. The third would be an addition that would double the capacity of the present building; that is, give us room for at least 465,000 volumes. If this could not be done, I would question

the wisdom of spending money on half-way measures. If we receive technical assurances that it can be done, then it will be a less expensive solution to our problems than would a new building. But it would have to enable us to double our present staff space and the number of carrels for students as well as stack space.

If this third stage sounds ambitious and expensive, that is because it is so. What is the alternative? Maybe we could store books for some years in the basement of some building, possibly the basement of the new science building—not a very agreeable symbolism for the humanist to contemplate—but Haverford must do better than that.

I wish it were possible for me to take every reader of this report through the Library building and show him what the situation is and what the possible solutions are. I shall be glad to talk about these topics with graduates when they visit the campus.

The third problem related to growth is that of *book funds*. In last year's report I discussed at some length the Philips money available for learned periodicals, pointing out that although the fund pays for nearly all such periodicals ordered before 1961, it is no longer enough to pay for additional periodicals. New ones must be added every year, needless to say.* For purchase of books and periodicals we are better off than many small colleges, but not better off than those colleges with which we like to compare ourselves; and we do not have as much money as we need. What we have sometimes looks like a large sum, but it must be compared with our commitments. We had a balance of \$23,802 at the end of the last fiscal year, but as much as \$21,000 of this was committed to books, periodicals, and continuations for 1963-64.

Where we feel the pinch worst is in allocations to academic departments. These allocations have been increased annually for the past three years, but not enough; furthermore, I do not think they can be increased at all this year, because the amount that must be reserved for non-departmental books is too large. I know some persons have an impression that we are well off for book funds and wonder why we imagine we need money. With respect to money available for

* "The number of scholarly periodicals mankind has given birth to, only 10,000 at the beginning of this century, was nearly 100,000 around the middle of the century and is anticipated to be 1,000,000 at the end of this century" (*Newsletter of the American Council of Learned Societies*, May, 1963, p. 4).

allocation to departments, I do not think we are well off at all. If this is doubted, ask the first departmental chairman you see whether his department gets enough money for books. I think he will tell you he gets far from enough.

Two facts will easily show why we do not have enough money for departmental allocations. First, according to a survey we made some months ago of the cost of standard works (i.e., books which we must buy whenever a significant new edition comes out), book prices rose 77 per cent between 1950 and 1962. There is no such thing as a scholarly book for \$3 any more. In fact there are scarcely any \$3 novels except paperbound ones, which if purchased must then be rebound.

The second fact is that our only increases in book funds in the last dozen years are about \$2,000 annually (Philips money) for rare books and the \$5,000 annual appropriation made by the Board since 1960. These are most welcome additions, but the fact remains that departmental book money has not kept pace with the cost of books.

So when, for instance, the department with the largest appropriation, English, which had a total of \$1,000 last year, undertakes to decide what new books and periodicals on English language or literature should be added with the year's funds, it discovers that the money does not go far enough. For remember: most volumes of texts and criticism such as English will need cost at least \$6 or \$6.50 each. A department of eight or nine men, each responsible for recommending the important new books that appear every year in his own specialties, as well as works in related branches of literature, will not find this enough. And similarly in every other department.

Now I keep in mind that we cannot buy everything and that professors are insatiable; to give them everything they want would doubtless upset the balance of Nature itself, not merely the College budget. I keep in mind also how much better off we are than colleges A, B, and C, or X, Y, and Z. All I am saying is that Haverford must be as well off as the best if we are to maintain the standards we claim.

There is some good news, however, with respect to *special* funds. The generosity of the Presser Foundation of Philadelphia provided a grant of \$5,000 for strengthening our music library. In the previous year we had a \$500 grant from another source for the same purpose. Since Music is a young department, and works on music not the least expensive of books, the Presser grant is doubly welcome.

My next report will include mention of another and much larger grant, one of unusual importance; but since this grant came after the fiscal year 1962-63 ended it does not receive notice here.

Both of these grants, note, are funds for special purposes and do not help most departments. I hope some benefactor will give us something for that purpose.

RESEARCH AND THE COLLEGE LIBRARY

When confronted by alarming statements about the need of space and of funds, some Haverfordians may protest, "How big does the Library have to be? After all, this is a small arts college, not a university. Our library can't aspire to become a research library." No danger of that, but the Library must be as big as a really first-class undergraduate education requires. Moreover, Haverford seems officially committed these days (and rightly so, in my judgment) to having a research-minded faculty. We are told sometimes that an undergraduate college is essentially a teaching institution. True, in the sense that it has no professional schools; but if its teachers only taught and did not carry on projects of productive scholarship, it would not attract or keep some of its ablest men.

Active scholars are to be found in every good college, however small. Recognizing, however, that the limited resources of these colleges severely limit the opportunities for research, a number of college librarians met at Bowdoin College last February 21-23 to discuss the question of "The Place of a Research Library in a Liberal Arts College." (That was the official title of the conference; a more accurate one would have been "How is Research to be Carried on in a Liberal Arts College Library?") Much as I detest conferences, I am bound to say that this one was most agreeable and distinctly useful. Bowdoin, like so many colleges, is about to build a new library, but the problem of providing research materials affects old libraries as much as new ones.

One thing I am sure of is that a college's location has, or ought to have, a great deal to do with its ability to cope with demands of faculty members who engage in research. Their first question is the obvious one of "How good is the collection and how can it be made bigger and better?" Secondly, and even more important for certain colleges, "How much can and do neighboring libraries co-operate, sharing the wealth or at least lending it generously?" Third, "Does

the Library take full advantage of photocopying, Interlibrary Loan, microfilms, the Philadelphia Union Catalogue, and the like?"

In this last respect we are much better off than we were a year ago, thanks to the Xerox photocopying machine now in use in Whitall. This machine saves the Library time and money. For instance, we answer many Interlibrary Loan requests by sending Xerox copies of the material wanted instead of the book or periodical itself. We have work done for our own Library that formerly had to be sent to a shop in Philadelphia. Other photocopying devices useful for library needs and services will come along also, and when they do we must add them to our microfilm and microcard readers and the Thermo-Fax machine that makes an enlarged print from microfilm.

Allusion to opportunities for neighboring colleges to share resources bring up a subject we often talk about and are often asked about: three-college co-operation by Bryn Mawr, Haverford, and Swarthmore. This kind of opportunity is one not possible for Bowdoin, which is not close to another college. Amherst, Smith, Mount Holyoke, and the University of Massachusetts have labored, successfully I am told, to make their library resources available to one another. Perhaps the best example of this sort of thing is the Honnold Library at the Claremont Colleges.

My experience with the library side of three-college co-operation is limited to a few years and therefore subject to revision. My impression to date is that, like the British constitution, it is illogical but seems to work. It is illogical because its potentialities are so clearly curbed by the fact that each college is autonomous. Were it not for this fact, a ruthless attachment to the advancement of learning and to utter academic efficiency would cause one to be puzzled by the spectacle of colleges as close together as Bryn Mawr and Haverford maintaining two separate libraries; it would not make sense. But I hasten to add that ruthless attachment and utter efficiency are not the sole academic virtues. In such matters we may perhaps paraphrase a famous prayer by St. Augustine by saying, "Make us utterly efficient—only not yet."

The three colleges, separate institutions though not separated by long distances or in principles and standards, try to co-operate for the common good. In this effort I think the three libraries are doing their part. The librarians held two long and useful meetings last year to talk about such subjects. One result was simplification of purchasing

procedure for certain materials in the Asian Studies program. Also, monthly lists of accessions are now exchanged between Swarthmore and Haverford. These are simply a few additions to the list of arrangements that have existed for a long time among the libraries. I believe the three librarians would agree that we co-operate as fully as is practicable in the present circumstances. It is not easy to see how we could do much more unless organic changes in the relationships of the colleges occurred.

THE COLLECTIONS

The total number of volumes on June 30, 1963, was 231,464. The net number added during the year was 5,878, a higher figure than in any of the three previous years; it may, I think, be a record for our Library. That we could add so many does not, however, contradict what is said elsewhere in this report about the need for more departmental book funds. The increase is due, rather, to additions to the staff a year ago and to the fact that we were able to make some headway with gift books, of which too many had too long awaited cataloging. Other gift books still await their turn but cannot be dealt with until we have caught up with regular purchases, something we seldom do before summer.

The number of books borrowed at the circulation desk rose slightly from 28,485 to 28,900. We borrowed and loaned more books through Interlibrary Loan, as usual lending twice as many books as we borrowed. On the other hand, only 3,103 books were placed on reserve last year as against 4,780 in the preceding year; books on reserve were borrowed 25,518 times as against 27,153 times. Why the faculty put 4,780 books on reserve in 1961-62 and 3,103 in 1962-63, I do not know. I would like to think it was because we had more copies of relevant books in the stacks or because publication of new paper-bound editions made it unnecessary to continue putting certain works on reserve. But these are not very probable reasons. Whether the figures indicate any sort of shift in teaching methods or course offerings, or whether it was due to new members or old members of the faculty, is anybody's guess. Reserve book figures will bear watching in the next few years.

With the Philips sum available for rare books we made several purchases. By far the most important (and most expensive) was a publication particularly appropriate to Haverford: a copy of an

exceedingly rare edition of William Penn's *Brief Account of the Province of Pennsylvania*, London, 1682. Other Philips purchases were: Mark Twain, *A Connecticut Yankee in King Arthur's Court*, New York, 1890 (second edition); Samuel Taylor Coleridge, *Poems on Various Subjects*, London, 1796 (first edition); James Fenimore Cooper, *The Deerslayer*, Philadelphia, 1841 (first edition); *Home as Found*, Philadelphia, 1838 (first edition); also a second copy (possibly a variant of the first edition); *The Last of the Mohicans*, Philadelphia, 1826 (second edition); *The Pathfinder*, Philadelphia, 1840, two copies of the first American edition; John Donne, *Poems*, London, 1639 (third edition); Herman Melville, *Mardi*, New York, 1849 (first American edition); Mirabeau and Quesnay, *L'ami des hommes, ou traité de la population*, Avignon, 1756-60.

Mr. Bronner's report mentions other additions to our collections. Let me emphasize again that Haverford is grateful for gifts and, not to put too fine a point on the matter, wants more of them. Ours is not a university research library, true, but as you all know we do have in our Quaker Collection one of the largest and best collections of Quaker history in the world. In this respect, at any rate, ours is unquestionably a research library, visited by scholars from various parts of the country and even from overseas. We are committed not only to preserving the materials in this collection and making them available to scholars, but to adding to the collection.

It is additionally significant that within the past year the Board of Managers authorized two research appointments: of Miss Mary Hoxie Jones as Research Associate in Quaker Studies; and, for a term of two years from September, 1963, of Dr. John Joseph Stoudt, '33, as Research Associate in Religious History. Dr. Stoudt has in view a four-year project devoted to preparation of two books, one on the Spiritual Reformers in sixteenth and seventeenth-century Germany and the other on pietism in colonial Pennsylvania. For this work he will use large, but still insufficiently studied, collections of books and manuscripts in Germany.

STAFF

I report with regret the resignations from the staff of Mrs. Cynthia Estes, assistant; Mrs. Meredith Crabtree, clerk-typist; and Mrs. Martha J. Moore, assistant at the circulation desk.

Mrs. Suzanne Newhall, Circulation Librarian, has been re-assigned to the library in the new science building. She will, in addition, continue to visit other departmental libraries regularly to see that books and periodicals are in order there. Of those other libraries, only the one in Drinker has student assistants on duty.

Mrs. Bjorg Miehle is now in charge of the circulation and reserve desks. Appointed to assist her is Mr. Nelson H. Evans, a graduate of Wilmington College. He will be a full-time member of our staff by day and a student in the Library School at Drexel by evening.

In my report last year one name was unintentionally omitted: that of Mrs. Marian Carpenter, who joined the staff as typist in the autumn of 1961.

On this occasion I wish to thank once more Mr. Charles N. Welsh, '51, for his assistance with reference and bibliographical work during the year. His help in the checking of large numbers of gift books is especially appreciated.

My thanks go to all members of the staff for their contributions to a very busy year. Special programs (Asian Studies, Presser grant), an unusual number of gift books to cope with, and an increasingly overcrowded staff room presented certain problems, but this is nothing new. A story told to me some months ago by Dr. Clifford B. Farr, '94, shows how different things were in an earlier era when libraries were more placid places and research the passion only of eccentric Germans. Dr. Farr, who was a Haverford student when there were no novels except "classical" ones in the Library, recalls that one day in 1895, when he dropped into the Library, he found an assistant guiltily reading a book which he kept in an upper drawer that could be closed quickly. The book was Tolstoy's *Kreutzer Sonata*. Those were the days—the long, golden afternoons in the Gothic Age of the American college, when all that librarians had to do about books was to read them. Now we have novels in evidence but, thanks to the Revival of Learning, never enough time to read them, even questionable ones like Tolstoy's.

THE LIBRARY ASSOCIATES

Although we buy as much of the best contemporary fiction as we can afford, we can in fact afford too little. Some of the money used for fiction and for certain other books of general interest comes to us

annually as a gift from the Library Associates, whose contribution will increase as a result of a recent campaign for new members. Through the generous assistance of a member of the Board of Managers, letters were sent last spring to all graduates of the College, and to some others as well, inviting them to join the Associates. "The idea" is, as the letter to alumni put it, "that it is an honor to aid in collecting books and assembling them where they are needed and appreciated—a help to your College and your country." Ask not what your College can do for you but what you can do for your College. This invitation brought 133 new members to the Associates. We owe thanks to Mr. Allen M. Terrell and to Professor D. P. Lockwood, president and secretary-treasurer respectively, for their vigorous work in this important organization, which is now in its twentieth year. Even though many of the Associates live too far from Haverford to attend the occasional Sunday afternoon meetings, they may have the satisfaction of knowing that by being members they contribute to the growth and work of this Library.

Speakers at meetings of the Associates were: Professor Wallace T. MacCaffrey of Haverford College, "Elizabeth I and Her Politicians"; Dr. En Shui Tai, "The Last Thirty Years in South China as Seen by a Refugee Physician"; Professor Morse Peckham of the University of Pennsylvania, "The Problem of the Artist Today"; L. Sprague de Camp, "Dragon Hunt."

OTHER LIBRARY ACTIVITIES

At the opening of the 1962-63 academic year the Library issued—for the first time, I believe—a printed *Guide*. Heretofore, Library rules appeared in the annual edition of the freshman handbook, a publication that does not seem to be avidly read and is quickly forgotten even if read. Another reason for publishing the *Guide* was that visitors who use the Library need the information it furnishes. The first edition of the *Guide* is already out of date in a few respects; for example, it has nothing useful on the new science library. After this edition is exhausted, a year or two hence, we intend to publish a new one.

If any reader of this report would like a copy of the *Guide*, we shall be glad to send one to him.

One of the Library funds, the Mary Farnum Brown fund, provides that a portion of the income be used for a Library lecture on a

Biblical subject. No such lectures had been given for some years; but last year, with the assistance of Professor Gerhard Spiegler, they were revived, and we expect to continue the series. The lecturer last year was, most appropriately, Dr. Henry J. Cadbury, Hollis Professor of Divinity, Emeritus, in Harvard University and until lately Lecturer in Quakerism, Haverford College. His lectures, "Albert Schweitzer's Quest and After" and "Influences of Recent Theology," were given on successive Sunday afternoons in April to appreciative audiences who filled the Common Room. These lectures will be published shortly at Pendle Hill as *The Eclipse of the Historical Jesus*. Although Henry Cadbury is now officially retired, we hope and expect to have the benefit of his expert bibliographical advice for a long time to come.

In order to make more room for the Library staff, the basement room adjoining the seminar room has been made into a place for mending books and for a small office for the bookkeeper, Mr. Paul Avenew, who is also in charge of shelving and of maps. The map collection is being enlarged and improved. It consists of maps for classroom use and is kept in Chase.

Microfilm machines that were in the basement room are now in a former faculty study on the fourth floor. When the Library finally gains possession of the rest of the faculty studies we intend to use at least one more of them for additional microfilm reading.

Evidently the faculty studies will have to remain as such until the old chemistry building is renovated and offices are provided there for members of the humanistic departments. During the present year, when Sharpless is undergoing alterations, biology and psychology departmental libraries are housed in the old chemistry building.

Last year was the first in which the Library stayed open until midnight every night. Students appreciate this service, I think, and we intend to continue it. Minor difficulties occur: for one thing it is not easy to get student assistants to work at the Library desks in the evening; for another, since ours is the only library in the neighborhood that stays open so late it sometimes attracts more visitors in late evening than we could wish. Nevertheless this service is worth the trouble it takes. A member of the regular staff is on duty at the reference desk until 10:15, student assistants at the circulation and reserve desks until midnight.

In previous reports I alluded to the topic of student decorum in the Library. I think this situation has improved somewhat. It is a

problem in other libraries as well as ours, and it is not something I wish to exaggerate. I should like to think, however, as should other members of the staff and faculty, that some of our students might be more percipient about decorum. Informality is the spirit of the age, but it can go too far.

GIFTS

The John Anson Kittredge Educational Fund renewed its annual contribution of \$250 for purchase of books on foreign relations, diplomatic history, and music. This contribution is made in memory of John Anson Kittredge, '54.

Thanks to a gift from Felix Morley, '15, we added some papers to the Morley collection. These include Christopher Morley's youthful newspaper, "The Weekly News," 1902. All Morley papers here have now been catalogued.

Mrs. Edward Thomas of Lorton, Virginia, gave for the manuscript collection the correspondence of Dr. Iwao Frederick Ayasawa, '17, who was long an official of the International Labor Office in Geneva and afterwards associated with the International Christian University in Tokyo. These papers are useful source material for the history of ILO.

Other gifts included a fine copy of Dalrymple's *Memoirs of Great Britain and Ireland*, 1771, from Mr. Richard W. Foster; and a copy of the London, 1603-05, translation of Tacitus by R. Grenewey, from Dr. Clifford B. Farr, '94. Dr. Farr notes that this work was of special interest to him because seventy years ago he read all of Tacitus here in W. P. Mustard's classes; "without benefit of cribs," he adds, *honoris causa*.

Gifts of funds, books, pamphlets, and Haverfordiana from the following are acknowledged with thanks:

Alumni: G. Putnam Barber, '63; William H. Bond, '37; Thomas S. Brown, '34; John C. Burton, '54; Elmer Craig, Jr., '33; Henry J. Dane, '58; Robert L. Farr, '31; Steven Flanders, '63; Thomas H. Garver, '56; Ian R. Gilbert, '63; Felix Morley, '15; Charles A. Robinson, '28; Fritz Rüdiger, M.A., '27; Charles C. Sellers, '25; John W. Spaeth, Jr., '17; John Joseph Stoudt, '33; John K. Swift, '61; Harold S. Thomson, '43; William Webb, '13; R. Bayly Winder, '43; Caleb Winslow, '11; The Class of 1963.

Haverford Faculty: John Ashmead, Jr.; Edwin B. Bronner, Henry J. Cadbury, '03; John R. Cary, '45; Howard Comfort, '24; John H. Davison, '51; Alfred Diamant, Thomas E. Drake, Harvey Glickman, Douglas H. Heath, Holland Hunter, '43; George A. Kennedy, John A. Lester, Jr., '37; D. P. Lockwood, Wallace T. MacCaffrey, Cletus O. Oakley, Harry W. Pfund, '22; L. Arnold Post, '11; Fay A. Selove, Eugene Smolensky, Herman M. Somers, Edward D. Snyder, Howard M. Teaf, Jr.; Craig R. Thompson, Norman M. Wilson.

Others: Walter Annenberg, Paul S. Avsenew, Francis R. Bacon, Carlos Barraza, Jon Bracker, Wilmon Brewer, William G. B. Carson, Mrs. Mary Cary, J. N. Casavis, Robert C. Clothier, Thomas D. Cope, Mrs. Robert I. Cummin, Miss A. Darnell, Mrs. A. V. deBeausset, Mrs. Paul Donville, Peter Donchian, Mrs. Irma Dunn, George W. Elderkin, The family of William Esslinger, Charles A. Ferguson, Frank W. Fetter, Charles Frantz, Thomas P. Freeman, '65; Mrs. Sara K. Fuller, Mrs. Vincent Gilpin, Rabbi Israel Goldstein, Mrs. Elizabeth Green, Miss Cynthia Griffin, Roy Gutman, '66; Frank Hanlon, Miss Constance Hyslop, Mary Hoxie Jones, E. R. Kaiser, Hal B. Lary, William A. Lewis, Miss Dorothy Hale Litchfield, Mr. and Mrs. Bert Lynch, Miss Mary MacLeod, Helen T. Manning, Harold Mansfield, Mr. and Mrs. Robert Mather, Helena Wilbur Maxfield, Charles Mendenhall, A. C. Michaud, Orville C. Morrison, Mrs. Slava E. Mowell, Kenneth James Nettles (Chaplain, USAF), Michael P. Nevin, '64; Mrs. A. Willing Patterson, Alan Raphael, '66; Mrs. Conyers Read, Miss Diana Reeve, Harold J. Ruttenberg, Mrs. Geraldine Segal, Sam A. Shuman, The Smiley Family, William J. Smith, Jr.; Hy Sobiloff, Douglas Spaeth, '64; Rear Admiral Adolphus Staton, Norman Strunk, Ray Scott Tannehill, Kathleen Williams, The Library of Russell Williams, Miss Elizabeth Williamson, Mrs. S. B. C. Wood.

Offices and Institutions: French Embassy Press and Information Division, New York; Consulate General of Japan, New York; Aeronautical Systems Division, USAF; Hawaii Dept. of Budget and Review, National Aeronautics and Space Administration, New York State Dept. of Mental Health, New York-New Jersey Transportation Agency, Port of New York Authority, North Carolina Dept. of Archives and History, Pennsylvania Dept. of Internal Affairs, Pennsylvania State Board of Law Examiners, Philadelphia Art Commission, Philadelphia Dept. of Collections, Philadelphia Registration Commission, Philadelphia Trade and Convention Center, Philadelphia Water Dept., Tennessee Valley Authority, U. S. Economic Coordinator for CENTO

Affairs, Alliance College Library, American Academy of Arts and Sciences, American Bible Society, American Library Association, Amherst College Library, Asia Society (New York), Astronomical Observatory, National University of Argentina; Institute of Industrial Relations, University of California, Goodsell Observatory, Carleton College; Carnegie Corp. of New York, Center for the Study of Democratic Institutions, University of Chicago Law School, Chrysalis West Foundation, Committee for Economic Development, Commonwealth Fund, William and Noma Copley Foundation, Dickinson College Library, Trinity College, University of Dublin, E.L.C. Library Fund, Emergency Civil Liberties Committee, Financial Executives Institute, First Church of Christ Scientist, Ardmore, Pa.; Foundation for Foreign Affairs, Franklin and Marshall College, General Education Board, Goethe Institut (Munich), Greater Montana Foundation, Greenwich Royal Observatory, Hebrew Union College, Hispanic Society of America, Indiana University Library, Institute for Philosophical and Historical Studies, International Astronomical Union, International Christian University (Tokyo), State University of Iowa Libraries, Kent State University (Kent, Ohio), Institut d'Astrophysique, University of Liège; Loyola University, Observatoire de Marseille, Michigan Center for Education in Politics, Mount Desert Island Biological Laboratory, National Science Foundation, H. V. Neal Memorial Fund, Museum of New Mexico, New York Graphic Society, New York State Library, Newcomen Society in North America, Northwestern University Library, Norwegian-American Historical Society, Ohio State University, Oregon State University, Paris Observatoire, PENJERDEL, University of Pittsburgh, Princeton University, Industrial Relations Section; Institute for Advanced Study, Princeton; Public Affairs Institute, St. John's University (Jamaica, New York), Schwenkfelder Library, Smith College Library, Smithsonian Institution, Taconic Foundation, University of Texas, Alderman Library, University of Virginia; Vito Marcantonio Memorial, Waseda University (Tokyo), William Nelson Cromwell Foundation.

American Federation of Labor and Congress of Industrial Organizations, American Iron and Steel Institute, Christian E. Burckel, publisher; CBS Television Network, CIBA Pharmaceutical Products, Inc.; California Oil Co., Douglas Aircraft Co., Robert Draper, Ltd., publisher; Federal Reserve Bank of Philadelphia, First National Bank of Santa Fe, New Mexico; First National City Bank, New York; Foreign Broadcast Information Service, General Electric Co., Group Health

Insurance, Inc., Houghton Mifflin Co., Independent Publishers, Institute of Life Insurance, International Bank of Reconstruction, International Economic Association, International Ladies' Garment Workers Union, Interstate Oil Compact Commission, Herbert Lang & Cie., publishers; Lago Oil & Transport Co., Ltd.; Manufacturing Chemists' Association, Marzani & Munsell, Inc., publishers; National Planning Association, The New Leader, publisher; North American Aviation, Inc., University of Oklahoma Press, Philadelphia Electric Co., Rand Corp., Random House, Sky Publishing Corp., Swannet Press, System Development Corp., Temside Press, Ontario, U.S. Steel Corp., United Fruit Co., United States-Japan Trade Council.

Library exhibits during the year related to William Penn, George Fox, John Woolman, John Greenleaf Whittier, Rufus Jones; rare books from the Philips and Jenks Collections; signers of the Constitution from Pennsylvania; Lincoln and Quaker publications on the slavery question; Friends' meeting houses; Christopher Morley; and Haverford football.

CRAIG R. THOMPSON

LIBRARY STATISTICS

1962-1963

Growth of collections

Total number of volumes (as of June 30, 1963)	231,464
Number of volumes added in 1962-63:	
By purchase	4,212
By gift	1,487
Government Depository	295
Total	5,994
Number of books discarded	116
Total	5,878

Circulation

Faculty and staff borrowings	3,624
Students	17,700
Outside borrowers	6,133
Total	27,457
Books charged out to carrels	1,443
Total	28,900

Reserve Book Room

Books put on reserve	3,103
Reserve book circulation:	
Library use	19,552
Overnight	5,966
Total	25,518

Interlibrary Loan

Borrowed	663
Loaned	1,203



REPORT OF THE CURATOR OF THE QUAKER COLLECTION

1962-1963

In contrast to the tradition that life in a library is incredibly dull, I would say that the past year in the Quaker Collection has been interesting, productive and exciting.

The highlight of the year was the commemoration of the 100th anniversary of the birth of Rufus M. Jones. Mary Hoxie Jones and members of the staff spent many days selecting and arranging the materials which were exhibited on that occasion. Two additional display cases were moved into the Treasure Room, and the cases in the North Wing were also dedicated to Rufus Jones. A portion of the exhibit was later displayed in the Arch Street Meetinghouse during Yearly Meeting. The American Section of the Friends World Committee for Consultation joined the College for the occasion and arranged a public meeting at which papers were read by Hugh Borton, Henry J. Cadbury, Mary Hoxie Jones, and J. Floyd Moore of Guilford College. The staff provided photographs of Rufus Jones for Friends publications in many parts of the United States and England during the year.

Through the interest of Professor John Ashmead, the Middle Atlantic division of the American Studies Association met at Haverford College in April to spend a day considering various facets of Quaker life. Papers were read about the Quaker style in prose, Quaker furniture makers, and Quaker painters, especially Edward Hicks. A special exhibit was prepared for the Treasure Room to illustrate these papers, and to prepare the guests for the tour of three Friends Meetinghouses which was the program for the afternoon. The Curator conducted the tour and talked to the visitors about Friends and their Meetinghouses.

The archives of the Lake Mohonk Conferences of Friends of the Indians and other Dependent Peoples, 1883-1929, some forty boxes of material, were given to the college by the Smiley family. These conferences, at which all the delegates were guests of the Smileys at their Lake Mohonk Hotel, had great influence on national policy towards the Indians. Presidents of the United States, members of the Supreme Court, cabinet members and congressmen came to these meetings along with churchmen, government agents from the west, and Indians. After the Spanish American War, the scope of the conferences was widened to include the problems of the Philippines and the Caribbean area. This is an extremely important collection of papers, and we are making steady progress in organizing the materials, thanks to money made available by the Shoemaker Fund.

Many other manuscript gifts were added to the Collection during the year. These are all described briefly in the appendix to this report. We are most grateful to alumni and friends of the college who turn to us with their family papers and treasures. Our collection of Quaker manuscripts numbers nearly 50,000 items, and the manuscript storage area, off the Treasure Room, was enlarged during the summer to provide additional space. We have received more gifts since the deadline for this report, and have been promised several other groups of family papers. In some instances where the family did not feel free to turn over the papers outright, we have made Xerox or microfilm copies of especially important items, and also accepted papers on indefinite loan. We urge alumni and Friends to place important and valuable papers in the Treasure Room of the college for safekeeping.

As has been mentioned in the Librarian's Report, the latest addition to the William Pyle Philips Collection of rare books was a copy of William Penn's *A Brief Account of the Province of Pennsylvania* . . ., printed by Benjamin Clark in London in 1682. We believe that this is the only copy of this printing of the sixteen page promotional brochure in the United States. There were two items printed in 1681 which carried the same title, one a broadside and the other an eight page pamphlet. The Library of Congress has a copy which is identical with ours except for the last paragraph, and the Historical Society of Pennsylvania has a pamphlet with the same title and date, but the type is entirely different. There is an exact duplicate of the Haverford copy in the Friends Library at Friends House, London.

This slender volume is beautifully printed and bound, and is a worthy addition to our magnificent collection of seventeenth century Quaker publications. We have long been proud of our William H. Jenks Collection of 1,600 pamphlets and books, most of them seventeenth century items. A recent count of books in the Quaker Collection indicates that we have 2,000 other seventeenth century publications. These include broadsides, tracts, pamphlets and books. Many of these were published by enemies of Friends, and our collection makes it possible for scholars to examine the writings on both sides of many controversies.

The staff of the Treasure Room has worked together very effectively this year. Mrs. Marjorie Davis, assistant to the Curator, has been very helpful in supervising many of the tasks of others, in addition to doing her own cataloging work. She has been invaluable in providing continuity from previous years. Mrs. Elizabeth Tritle has worked efficiently as a secretary, and creatively in preparing many attractive and interesting exhibits during the year. Mrs. Alice Whittelsey has steadily increased her skill in cataloging manuscripts. Mrs. Frances Barnett has handled the affairs of the Friends Historical Association with increased assurance as the year progressed, and has made substantial progress on the development of our new pamphlet collection project. We are indebted to Miss Shirley Stowe for bringing her skill and patience to the difficult task of recataloging our immense collection of early Quaker publications. We have appreciated the services of Mrs. Cynthia Estes, who typed the catalog cards which resulted from Miss Stowe's work. All of these people, except for Mrs. Estes, are working in the Treasure Room again this year, most of them on a part-time basis, and we expect to work more efficiently this year than we did in the year just ended. The students who work in the Quaker Collection have also had previous experience with us, and will be more useful than before.

However, we do need additional assistance from a professional librarian. The re-cataloging of seventeenth century books is not proceeding as rapidly as we would like. We have never cataloged the 200 reels of microfilm which we possess. In addition, the substantial increase in purchases which will be made possible by the Joseph R. Grundy Foundation grant will place an additional burden on our professional staff. We need the half-time services of a trained librarian in addition to the present staff.

While the major expense in staffing this part of the library is provided for in the college budget, several part-time people are paid from money granted by the Thomas H. and Mary Williams Shoemaker Fund. A surplus had accumulated in this fund, and during the current year we spent \$3,000 from that surplus in addition to the annual grant. This year we are again spending more than we receive, and will erase the surplus in the fund. We are extremely grateful for the assistance which has been extended to the Quaker Collection by the Trustees.

Henry J. Cadbury has continued to give generously of his time to the Quaker Collection during the year, in proposing topics to pursue, suggesting books we should buy, and in turning over Quaker materials which have come into his hands. Warder H. Cadbury, '49, has followed in his footsteps in calling several items in dealer's catalogs to our attention, and in suggesting ways to enlarge the Quaker fiction holdings, especially in the area of Dime Novels. We appreciate the assistance of Anne T. Bronner, who comes to the Quaker Collection as a volunteer one morning a week, to work with our collection of Quaker fiction. We could make use of one or two other volunteers who have special interests and skills related to the Collection.

The appointment by the Board of Managers of Mary Hoxie Jones as Research Associate in Quaker Studies; and Dr. John J. Stoudt, '33, as Research Associate in Religious History, with a special interest in the Rufus M. Jones Collection on Mysticism, means that additional use will be made of the Quaker Collection in the years ahead. Mary Hoxie Jones, who spends a great deal of time on the papers of her father, also does much writing and speaking on other Quaker subjects. Dr. Stoudt, an outstanding authority on Pennsylvania German culture who has published a number of books, is beginning a special project in religious mysticism which will take him to Germany in addition to the work he will do here.

Nearly fifty other scholars used the Quaker Collection and the Roberts Collection during the past year. Several came from the Philadelphia area, but others came from the states of Washington, Texas, Virginia, New England, Wisconsin and other mid-western states. They studied everything from eighteenth century book-binders to Quaker fiction, including Friends and Indians, the anti-slavery movement, James Logan, the poet John Keats, Eliza P. Gurney, Penn-

sylvania art, Independence Hall, Rufus M. Jones, and pacificism. Many more scholars used our manuscript collections through correspondence. We provided a steady stream of Xerox and microfilm copies of letters, journals and other papers to 118 scholars from around the world.

A new system for classifying and storing pamphlets and other ephemeral material has been initiated during the year. Several hundred entries have been established, and more than fifty document boxes have been labelled and arranged to store such material. This is only the beginning of a project which is most important, for it eliminates a great deal of expensive cataloging of individual items, and makes it possible to collect and keep much more of this type of material than before. We are indebted to Dorothy G. Harris, at the Friends Historical Library at Swarthmore, for assistance in setting up this procedure.

This development has made it possible for us to make a concerted effort to collect the printed materials of western yearly meetings, especially those in the more evangelical part of the Religious Society of Friends. During the past summer the Curator visited the libraries of Friends colleges west of the Mississippi, with a special emphasis on studying their Quaker collections, and also the yearly meeting headquarters of some of the western groups. An arrangement has been made with the Barclay Press of Oregon Yearly Meeting to insure our receiving and filing many publications of Evangelical Friends. A similar project has been negotiated with the various boards of the Five Years Meeting of Friends so that we will receive their publications. This means that we will have a full collection of such material for present and future scholars.

It became apparent this past summer that the Treasure Room should be air conditioned. While most of the staff members of the rest of the library work in an air conditioned section of the building, the Treasure Room staff is not included in that arrangement. Furthermore, the beautiful skylight, which is one of the attractive features of the room, makes the room virtually unbearable in the summer. We have humidifiers in the room to control moisture, but when the temperature gets uncomfortably high, the windows must be opened, and the value of the humidifiers is lost.

Some type of air conditioning or temperature control would also help to maintain a constant temperature in the Treasure Room in

the winter months. In my report a year ago, I referred to the unpredictable temperature on the balcony of the Treasure Room, and suggested that this was not a suitable place to work. However, our present situation has forced us to assign space to scholars on the balcony. Both the new Research Associates need a place where they can work, leave materials out overnight, and feel at home. In addition, we have a T. Wistar Brown fellow with us this year, Edward R. Swart, a member of the faculty of the University College, at Salisbury, Southern Rhodesia, who is using the Rufus M. Jones Collection on Mysticism. During the fall semester we have another visiting scholar, James Whitten, a doctoral candidate at Boston University, who is studying the educational philosophy of Rufus Jones. William Bacon Evans continues to come to the College to do research when conditions permit. All five of these people are working on the balcony. Fortunately, the five have never appeared on the same day.

Some of the scholars who came to work in the Treasure Room during the past year, remained with us for several weeks. We have not always been able to provide suitable working facilities for these persons. Most of them must remain on the main floor of the Treasure Room where they will be under the surveillance of staff members, for often the books and manuscripts they are using are extremely rare and valuable.

Two members of the staff, in addition to the secretary, Mrs. Tritle, must work out in the main area of the Treasure Room, where their desks are in the way when someone wants to get into the locked cases. The material they are working with creates the impression of activity, but spoils the artistic appearance of the Treasure Room. The need for more work space for both staff and visiting scholars is acute.

As the Curator looks back on his first year in this position, and toward the years which lie ahead, he sees many things which should be improved. He finds it easy to cultivate humility as he becomes increasingly aware of his ignorance of some areas of Quaker history and of the history of the college. However, reflecting the traditional optimism of Friends, he has hope for the future, both for the Quaker Collection and for himself.

EDWIN B. BRONNER

GIFTS AND ACQUISITIONS

The following gifts deserve special notice:

For the Quaker Collection:

From Francis R. Bacon, Lansdowne, Pa., five books, including the seventeenth century publication, *The Quakers Wilde Questions* (1654), and *The Souldiers Catechisme* (facsimile reprint from the edition of 1644).

From Lewis and Sarah P. Benson, Brielle, N. J., a small water color painting of the home of Eliza P. Gurney, six silhouettes decorated with white and gold ink, several items related to the visit of Robert Sutcliff to America early in the nineteenth century, and a number of Haverfordiana items.

From the Book Association of Friends, \$200 to purchase books on Quaker subjects, through the courtesy of Hubert R. Taylor, '38, Philadelphia.

From Emma Cadbury, Moorestown, N. J., thirteen issues of the publication of the Fellowship of Friends of Truth, 1953-1957.

From Professor Henry J. Cadbury, more than 200 books, pamphlets and leaflets; membership lists, pamphlets and other material about Twelfth Street Meeting; the typescript of a book (unpublished) by Richenda Scott, *Friends and Russia*; lecture notes used by W. W. Comfort in teaching the course in Quakerism, and materials Henry J. Cadbury used in teaching the same course.

From Warder H. Cadbury, '49, Albany, N. Y., a Quaker story clipped from the *Methodist Magazine*, "The Quaker's Daughter," for the Quaker fiction collection.

From Dean William E. Cadbury, Jr., a group of newspaper clippings reporting the public reaction in England to the controversial publication, *Toward A Quaker Approach to Sex*.

From Professor John Cary, '45, the book *America and Germany, 1918-1925*, by Sidney Brooks.

From Professor Howard Comfort, '24, the two volume work, *Life of William Allen*.

From Samuel B. Cross, Westhampton Beach, N. Y., a copy of the genealogy of the Griest Family which he compiled in 1953.

From Alice H. Darnell, Moorestown, N. J., several books and a manuscript book containing the constitution, bylaws, and minutes of the Evesham Social Reading Circle, 1864-1871.

From Professor Thomas E. Drake, a copybook containing copies of old Quaker letters, several from Samuel Fothergill, and one from William Rotch, correspondence between Professor Drake and Dr. W. E. B. DuBois concerning Quakers and Negroes; several anti-slavery newspaper clippings and the final issue of the *National Anti-Slavery Standard*, April 16, 1870; thirty-three additional items collected by Professor Drake while working on his book, *Quakers and Slavery in America*, including several letters from Rufus M. Jones; six postcards depicting Nantucket scenes; and a new book, *The Coffin Family*, Louis Coffin, editor.

From J. Passmore Elkinton, '08, Germantown, Pa., a copy of a book written by Dr. Inazo Nitobe, and published after his death by Yasaka Takagi.

From Mrs. Ernest Alton Ewers, Crete, Ill., her genealogy of the Ewers family: *This is Ewers (Yours)*.

From Mildred Farrow, Chicago, Ill., a microcard copy of her thesis, *The History of Guilford College Library, 1837-1955*.

From Jonathan Flaccus, '62, Princeton, N. J., a group of letters written by Thomas Pim Cope in 1858 during a business trip.

From H. Chandlee Forman, Easton, Md., letters by Joseph Turner, the copy of a letter to Elias Hicks, and a brief narrative of an "interruption" between Philadelphia Yearly Meeting (Orthodox) and Southern Quarterly Meeting.

From the Free Library in Moorestown, N. J., through the courtesy of Emma Cadbury, the notebook of Sarah Borton, describing the visits of Friends ministers in Pennsylvania and New Jersey from overseas, 1656-1861.

From Friends Academy, North Dartmouth, Mass., a copy of the history of the Academy, 1810-1960.

From Friends Hospital, Philadelphia, two early *Annual Reports* which completed our file of this publication from the founding of that institution until the present day.

From the Friends Historical Library, Swarthmore College, a copy of the paper by T. Canby Jones, "The Establishment and Development of Haverford (Radnor) Monthly Meeting, 1684-1735."

From the Friends Library, London, inventories of the Harvey Manuscripts, vol. 1, the John Stephenson Rowntree Collection, the Robson Manuscripts, vol. 37, and "Letters, Dreams and Visions."

From Edith Albertson Greene, Buffalo, N. Y., a pen and ink sketch of a General Meeting of Friends in Philadelphia in 1865; and the journal of William Hodgson, Jr., during the year 1827, reflecting the conditions brought on by the Separation.

From Willard Heiss, Indianapolis, Ind., a copy of *The Thornburg Family of Randolph County, Indiana*, including additional material which he prepared especially for the Library; issues of the Indiana Yearly Meeting Newsletter; and other pamphlet materials relative to Quakerism in Indiana.

From the Historical Society of Haddonfield, N. J., a copy of the new book, *This is Haddonfield*.

From Mrs. Richard Jenney, Haverford, more than 600 family letters, papers and memorabilia collected by Dr. Henry Hartshorne, member of the class of 1839, and a distinguished Philadelphia physician.

From Mary Hoxie Jones, a pamphlet entitled, *Ten Poets, Seattle: 1962*, containing a poem by William H. Matchett; letters of Levi Coffin and Emory Coffin; pictures of Friends boarding schools in Maine and Rhode Island; a copy of a new edition of *Spirit in Man* by Rufus M. Jones; and six books and pamphlets about Benjamin West, the Bartrams, William Penn and others.

From Mrs. Henry Goddard Leach, New York City, an account book showing household expenditures and wages in a Philadelphia home, 1826-1847.

From Maurice A. Mook, Boalsburg, Pa., two copies of his article, "Quaker Campus Lore," and a copy of his article, "Friendly Folkways and Folklore."

From John Alden Nichols, Urbana, Ill., eleven letters and a letterbook formerly the property of Thomas P. Nichols, about the Wilburite controversy in Rhode Island (Xerox copies).

From Mrs. Raymond T. Parrot, Germantown, Pa., Quaker books and pamphlets; a manuscript genealogy of the late Morris E. Leeds; and a xerox copy of a two-volume typescript genealogy of the Leeds-Maule families.

From Edward O. Parry, '36, Shaker Heights, O., photostats of silhouettes of five Quakers, and notes on the ancestry of Sara Drinker and of Sarah Pleasants.

From Phebe F. Perry, Westerly, R. I., a letter written by Mary Mumford Dow telling of her "trials and exercises" during the Indian Wars of New England.

From R. Arnold Ricks, '45, Swarthmore, Pa., photostats of letters and documents related to Quakerism in Virginia.

From the Friends Collection of the Earlham College Library, an Epistle from London Yearly Meeting of Women Friends, 1845, to Philadelphia Yearly Meeting of Women Friends.

From Susanna Smedley, Moylan, Pa., a copybook containing extracts from letters and the diary of Mary Kite, Quaker minister, 1831-1851; and a brief history of Middletown Meeting, written by Edward G. Smedley in 1881.

From Daniel Smiley, '30, Lake Mohonk, N. Y., five notebooks recording the religious services of Sarah F. Smiley, a Friends minister of the nineteenth century.

From the Smiley family, through A. Keith Smiley, Jr., '32, Lake Mohonk, N. Y., the archives and collections of the Lake Mohonk Conferences of Friends of the Indians and other Dependent Peoples, 1883-1929. Thirty-nine boxes of materials, plus a full set of the bound volumes of the proceedings.

From Sarah A. G. Smith, Chestnut Hill, Pa., more than 700 additional items for the Edward Wanton Smith papers, including maps, wedding certificates, wills, accounts, and books dealing with, among others, Thomas Fisher, George and Sarah Dillwyn, and Daniel B. Smith.

From Lois Kelly Stabler, Winchester, N. H., a letter written by Rufus M. Jones to Lois Kelly.

From Mrs. Francis R. Strawbridge, Germantown, Pa., photographs of nineteenth century Friends, xerox copies of letters from the Morris and Hacker families, and the microfilm of the diary of Isaac Wistar Morris on a visit to New England in 1822.

From George A. Walton, Southampton, Pa., a book entitled, *Diaries and Correspondence of Margaret Walton, 1829-1904*, compiled by George A. and J. Barnard Walton.

From William Webb, '13, Winter Park, Fla., a copy of a paper by Elizabeth Abbott Christ entitled, "Histories of Three Friends' Meetings in Florida."

From the Alumni Office of Whittier College, five years of the publication *The Rock*.

From Caleb Winslow, '11, Baltimore, Md., two photographs of members of the Parry and Randolph families.

For the Charles Roberts Autograph Collection:

From Putnam Barber, '63, a letter from Lawrence Durrell to David Turner, '62.

From President Hugh Borton, '26, a collection of autographs from Norman Cousins, Dean Rusk, Archibald MacLeish, Glenn T. Seaborg, Helen Hayes, Pierre Laroque, W. H. Auden, John Sherman Cooper, Bertrand Russell, William J. Brennan, James Thurber, Eugene Ormandy, Norman Thomas, Jose Figueres, Felix Frankfurter, Marianne Moore, Alan Bullock, Marc Chagall, C. P. Snow, and A. J. Hayes.

From William Bacon Evans, Philadelphia, a letter from Mayor James H. J. Tate about the transit strike of 1963.

From Richard Norton, '44, an autograph letter of James Buchanan, dated at "Wheatlands" in 1867, the year prior to his death.

From the family of George Stuart Patterson, '88, three letters written by James Bryce to Patterson, 1904-09.

From Leonore Spiering, Burbank, Calif., five autographs of nineteenth century German literary figures.

For the Haverfordiana Collection:

From H. Tatnall Brown, '23, Bryn Mawr, Christopher Morley's copy of *Oxford Poetry*, 1921, and an article by Christopher Morley in the *Baker Street Journal*.

From Professor Howard Comfort, '24, two letters written by Christopher Morley to William Wistar Comfort.

From Mrs. J. Keyser DeArmond, two cartons of Haverfordiana including mementoes and printed materials contemporary with her husband's student days at the turn of the century.

From Richard M. Gummere, '02, New York, the manuscript of a long poem written by Samuel J. Gummere in 1857 about his trip to Iowa. The second half of this poem came on the market and was purchased by the college. (See the Librarian's report for 1961-62.)

From Miss Mary MacLeod, Flushing, N. Y., the diploma of Robert B. Parsons, Haverford class of 1837, and two pamphlets.

From Seth W. Mattingly, Detroit, Mich., six color prints of paintings by Maxfield Parrish, '92.

From Elliston P. Morris, '22, Southampton, Pa., a collection of memorabilia and photographs related to the Centenary Celebration in 1933, and an autograph book which belonged to Marriott Morris.

From Mrs. Arnold Post, an 1874 photograph of the home of Samuel J. Gummere, President of Haverford College, now known as #9 College Lane.

From Dr. Frederic C. Sharpless, '00, a letter written by Maxfield Parrish to Frank M. Eshleman in 1913.

From L. R. Thomas, '13, Providence, R. I., two Haverford College medals, both bronze; one is dated 1876, and the other is a memorial to the class of 1862.

From the University of Texas, the catalog of the exhibition of Christopher Morley manuscripts and first editions, December 1961 to February 1962.

Purchases of Rare or Unusual Items:

A four page letter by the English Quaker poet, Bernard Barton, dated 1846.

A broadside copy of an act passed in Massachusetts Bay Colony in 1758 to raise a body of soldiers to invade Canada, which made provision for Quaker conscientious objectors.

The 1699 edition of John Micraelius' *Historia Ecclesiastica*, edited by Daniel Hartnack, and printed in Leipzig, which includes a chapter entitled: "De Secta Qvakerorum."

The Journal of Ann Moore, 1710-1783, a Friends Minister in Philadelphia Yearly Meeting in the eighteenth century (Photostat). Made available by Caleb Winslow, '11, Baltimore, Md.

John Greenleaf Whittier's first poem was published in a little book entitled, *Incidental Poems*, by Robert Dinsmoor, printed in Haverhill in 1828, and a copy of this volume was made available in a private sale.

THE QUAKER COLLECTION

OF THE
HAVERFORD COLLEGE
LIBRARY

HAVERFORD, PENNSYLVANIA



HISTORICAL NOTES

When Haverford College opened in the fall of 1833 as the first institution of higher learning founded by members of the Religious Society of Friends, it already possessed six Quaker books, for Elizabeth C. Pearsall, a New York Quakeress, had presented them to the new institution four days earlier on October 24, 1833.

The first volume listed in the acquisition book of the Library is William Sewel's *The History of the Rise, Increase, and Progress of the Christian People Called Quakers* (London, 1725). A copy of the third edition of George Fox's *Journal* (London, 1765) was a part of the gift, as well as the two-volume work by Joseph Besse, *A Collection of the Sufferings of the People Called Quakers* (London, 1753). The oldest book was Samuel Fisher's *The Testimony of Truth Exalted . . .* (London, 1679), and it was a folio edition like the others. The final volume was the royal folio printing of William Penn's *Selected Works* (London, 1771).

These handsome volumes provided an auspicious beginning for the Library and for the Quaker portion of it. Later, in 1867, the Board of Managers of Haverford College recorded their decision to make the Library "an important reference library, especially for works and manuscripts relating to our own Religious Society," and the college has actively pursued a policy consistent with that decision.

At Haverford the Quaker books have always been included in the college Library as part of its regular acquisitions. In the early years the Quaker books were found on the shelves along with other publications on religion, but later there was a section of the Library called the "Quaker Alcove." In 1942, Morris E. Leeds '88, and chairman of the Board of Managers, 1928-1945, made it possible for the college to transform an old stack wing of the Library into the Treasure Room, to house the books on Quakerism and other rare and unique books and manuscripts. Even though they have been separated physically, the 22,000 printed volumes—as distinct from manuscripts—in the present Quaker Collection are listed in the regular catalog of the Library, and the books constitute an integral part of the Library. Many other books with Quaker associations are among the 235,000 volumes on the regular shelves, and are readily accessible to scholars through the Library catalog.

The Quaker Collection has been substantially assisted by a number of generous gifts. Hannah M. Jenks gave the William H. Jenks Collection of Quaker Tracts in 1909. One thousand rare Quaker books and pamphlets were purchased for the college at the sale of the Charles Roberts Library in 1918 by Mr. and Mrs. Henry Goddard Leach. When the Friends Library in Philadelphia closed in 1929, Haverford was allowed to select 1,750 books and pamphlets for the Quaker Collection, including many rare items, and also volumes from the libraries of Anthony Benezet and Thomas Chalkley. For a number of years the Shoemaker Fund has generously supported the work of the Quaker Collection with an annual gift to underwrite a portion of the cost of processing materials in the Collection. In 1963 the Grundy Foundation granted \$75,000 to the Library with the understanding that much of it would be used to enlarge the holdings of the Quaker Collection.

Many notable Quaker historians have used this Collection as their major source during distinguished careers. William Wistar Comfort, Amelia Mott Gummere, Rufus M. Jones, Rayner W. Kelsey, Isaac Sharpless, and Allen C. Thomas used the materials of the Quaker Collection, and more recently Henry J. Cadbury has worked extensively in these holdings. Today scholars come from all over the United States, and frequently from overseas, to consult both the printed and manuscript materials.

There have been four Curators of the Quaker Collection. The first was Allen C. Thomas, who served for approximately ten years before his death in 1920. The President's Report of 1921 stated that he "rendered a very important service to the College as Curator of Quaker Literature and History, though that title was not conferred upon him." His successors have been:

Rayner W. Kelsey, 1922-1934

Thomas E. Drake, 1936-1962

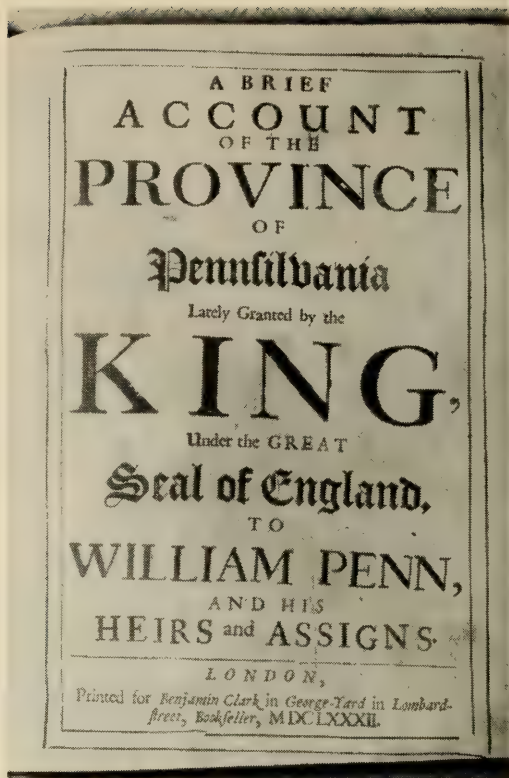
Edwin B. Bronner, 1962-

The William H. Jenks Collection of Friends' Tracts in one corner of the Treasure Room



A unique copy of one of Penn's promotional pamphlets (in the Philips Collection of rare books)

THE
WILLIAM H. JENKS
COLLECTION



William H. Jenks, a member of the Board of Managers of Haverford College from 1895 until 1907, gathered together 1,400 rare Quaker tracts and pamphlets, mostly from the seventeenth century. Each of these rare, fragile items was beautifully bound in calf or morocco, usually with blank paper to give the volume thickness. Included are many tracts termed anti-Quakeriana written by those opposed to Friends and their principles.

There are more than 160 writings of George Fox in this collection, 67 by William Penn, 53 by Isaac Penington, 45 by George Whitehead, and 35 by James Nayler. Twenty-two unbound broadsides are also included in the Jenks Collection.

Today there are 1,600 volumes in the Jenks Collection, for when Hannah M. Jenks gave these volumes to Haverford in memory of her husband, she also set up a fund to provide for the care of the collection, and to enable the college to enlarge it. These volumes, combined with the other rare seventeenth century Friends publications in the Quaker Collection, make this the finest collection of early Quaker writings in the United States.

OTHER PRINTED MATERIALS

In addition to the seventeenth-century items in the Jenks Collection, the Quaker Collection contains more than 2,000 other seventeenth-century printed works. Many of these are as rare as any in the Jenks group, and in some cases Haverford has the only copy of a book or pamphlet in the United States. The best known of such items is William Penn's *The Excellent Priviledge of Liberty and Property* (Philadelphia, 1687), in which Magna Charta was first published in North America.

Several of William Penn's promotional pamphlets are in the Collection. Haverford's copy of *A Brief Account of the Province of Pennsylvania* (London, 1682), is unique, and others are exceedingly rare, such as: *Some Account of the Province of Pennsylvania* (London, 1681), and *Letter From William Penn to the Committee of the Free Society of Traders* (London, 1683). In addition, the rare book by Gabriel Thomas, *An Historical and Geographical Account of Pennsylvania and of West-New Jersey* (London, 1698) is a part of this group.

"Association books" in the Collection are from the personal libraries of George Fox, William Penn, Isaac Norris, II, James Logan, Joseph Besse, Thomas Chalkley, Anthony Benezet, and members of the Pemberton, Drinker, Allinson and other prominent Quaker families.

But the Collection is by no means limited to rare and unusual items. Friends have published a great deal in the past three centuries, and Haverford has attempted to collect as much of this material as possible. There are more than 22,000 cataloged items in the Quaker Collection, not including uncataloged pamphlets, clippings, and other ephemeral material.

One unique feature is a collection of Quaker fiction. Nearly 600 books of fiction about Quakers or written by Friends are included in this group, with new ones being added each year.

There is an unusually complete collection of periodicals and serials in the Quaker Collection. It includes complete runs of such publications as *The Friend* (Philadelphia), 1827-1955; *The Irish Friend*, 1837-1842; *The British Friend* (1843-1913); *The London Friend*, 1843-; *The Friends Intelligencer*, 1844-1955; *Friends Review*, 1848-1894; and *The American Friend*, 1894-1960. Currently more than 100 Friends periodicals come in from all over the world, including several in foreign languages.

Haverford has gathered together nearly all of the printed "Minutes" of yearly meetings of Friends, both from America and overseas. The "Minutes" of thirty yearly meetings are currently received, cataloged and bound, and the records of eleven other bodies, which have either ceased to exist or have been merged into other groups, are also available.

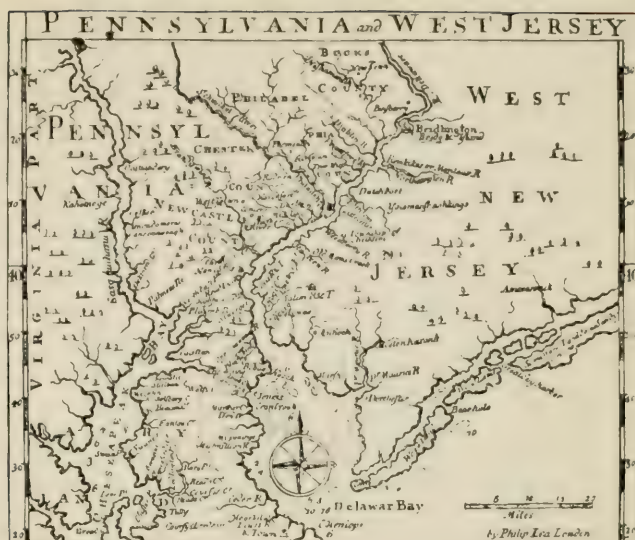
The Quaker Collection contains two indexes which are very useful to scholars. One is a list of all the death notices in four Philadelphia Friends periodicals: *The Friend*, *The Friends Intelligencer*, *Friends Review*, and the *Friends Journal*. (This index, with approximately 59,000 entries, was published in 1961 for the years 1828-1960 by G. K. Hall and Co.)

The other is a Quaker reference index, and includes biographical, historical, and subject references in the *Dictionary of American Biography*, *The Friend*, 1827-1932; *Friends Biography*, 14 vol.; *Friends Library*, 14 vol.; *Friends Miscellany*, 12 vol.; *Pennsylvania Magazine of History and Biography*, vol. 1-57; *Quaker Biographies*, 10 vol.; and the manuscript, "The Lives of the Ministers of the Gospel among the People Called Quakers," compiled by John Smith, ca. 1770, including 1,287 unpublished memorials.

The Quaker Meeting, by
Egbert van Heemskerk, ca., 1690



From Gabriel Thomas' *Historical and Geographical Account* (1698)



Gabriel Thomas' Account, 1698

MAPS, PHOTOGRAPHS AND PICTURES

The map Collection contains a number of maps of early Pennsylvania, New England, and other areas where Quakers have been active, including the rare map of Pennsylvania printed in London in 1681 by Thornton and Seller, and the 1705 edition of the Thomas Holme map of Pennsylvania. There are also many Quaker marriage certificates, deeds, and other legal documents in the Collection.

There are hundreds of photographs, pictures, and silhouettes of Friends and their homes and meetinghouses in the Collection, especially in the T. Chalkley Matlack Collection.

A portrait of George Fox by Charles Willson Peale is the most important painting in the Quaker Collection, but there are two seventeenth-century paintings of Quaker Meetings by Egbert van Heemskerck, a study of John Greenleaf Whittier as a young man by Bass Otis, two pastels of Joseph John Gurney and Eliza P. Gurney by Amelia Opie, and several others.

THE MANUSCRIPT COLLECTION

Just as the collection of Quaker books dates back to the beginning of Haverford College, the manuscript collection began in 1834 with the gift of "Letters and Papers of William Penn," from Henry Pemberton. The manuscript collection has steadily increased in size in the past 130 years, and now contains more than 50,000 items, not including the papers of Rufus M. Jones or the Charles Roberts Autograph Collection of more than 20,000 letters.

In addition to the William Penn letters in the Pemberton gift, there are a number of letters and papers written by George Fox, Robert Barclay (microfilm), John Woolman, and many other seventeenth and eighteenth-century Friends.

The manuscript collection which may well turn out to be the most important of all, that of Rufus M. Jones, is described in a later section of this brochure.

Family papers make up some of the largest groups of Quaker documents at Haverford. They mostly stem, naturally enough, from Orthodox Quaker families of Pennsylvania and New Jersey. There are more than 6,000 items in the Morris-Sansom Collection (ca. 1715-1925). Many other family collections contain from 800 to 2,000 items, including those of the Allinson (1698-1879), Baily (1826-1916), Cope (1795-1896), Evans (1787-1958), Hartshorne (1797-1908), Howland (ca. 1700-1867), Scattergood (1694-1903), Sharpless (1748-1920), Smith (1660-1845), and Taylor (1809-1893) families.

Prominent Friends are represented in smaller but important collections. These include papers of Anthony Benezet, Henry Drinker, Elizabeth Haddon Estaugh, John and Samuel Fothergill, Stephen Grellet, Joseph John Gurney, James Logan, Nicholas Waln, and John Wilbur.

There are nearly 700 manuscript journals in the collection. Some of these have been printed, such as those of William Hunt (1733-1772), the Revolutionary War journal of Margaret Hill Morris (1737-1816), and the four-volume journal of William Savery (1750-1804). Others are much too large to be published: Joshua L. Baily (1826-1916), 45 volumes; or the journals of the two Jacob Elfreths (1814-1924), 113 volumes. Additional names in this collection include: George Churchman (1730-1814), Thomas Cope (1768-1854), Joshua Sharpless (1746-1825), and Joseph Walton (1817-1898).

The first Book of Discipline of Philadelphia Yearly Meeting, 1704

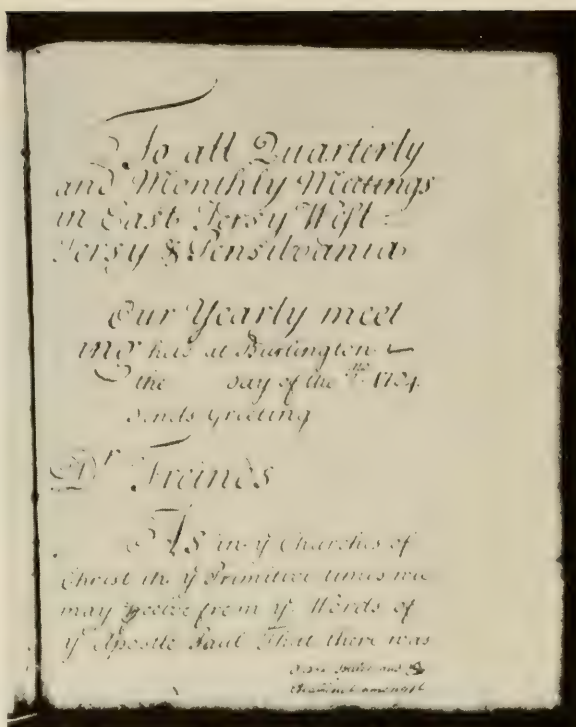
The Quaker Collection contains a great deal of material on Friends and the Indians, including the papers of Enoch Hoag, John B. Garrett, and Jonathan Richards, plus material in other collections. The papers of the Associated Executive Committee of Friends on Indian Affairs (1758-1929), have been deposited here, as well as the archives of the Lake Mohonk Conference of Friends of the Indians and Other Dependent Peoples (1883-1929).

The Collection also contains material on the anti-slavery movement, the temperance campaign, prison reform, the peace movement and other Quaker concerns.

The manuscript collection includes many Disciplines of Yearly Meetings of the Society of Friends, beginning with a rare 1704 Discipline of Philadelphia Yearly Meeting, and several copies of the 1719 Discipline. "Minutes and other records of Yearly Meetings of the Society of Friends (1698-1842)," is another collection which contains rich material on the early period. The collection's 200 reels of microfilm include many records of London Yearly Meeting such as the "Minutes" for the years 1668-1860, the Swarthmore Manuscripts of Friends House Library, records of a number of Friends meetings in the United States, especially in New York and New England, anti-slavery publications, and unpublished doctoral dissertations.

Manuscript material related to the history of Haverford College is also kept in the Quaker Collection.

In addition, the archives of the American Friends Service Committee (1917-) approximately 1,200 cubic feet, are in the Haverford College Library. The archivist of the A.F.S.C., at 160 N. 15th Street, Philadelphia, Pa. 19102, should be consulted about the use of these papers.



Rufus M. Jones, 1863-1948



RUFUS M. JONES COLLECTIONS

Haverford College was at the center of the life of Rufus M. Jones (1863-1948) for he did his undergraduate work here, taught here for 40 years, and lived here until his death in 1948.

During his lifetime he gave the college his personal collection of books on mysticism, nearly 1,000 volumes which he accumulated in connection with his voluminous writing on the subject. He left a fund to care for and enlarge this collection, which includes books from the Renaissance period to the present. It is now called the Rufus M. Jones Collection on Mysticism.

A collection of the writings of Rufus Jones given by Clarence Tobias, '30, is practically complete. It consists of 168 volumes and 16 boxes of pamphlets and extracts. It continues to grow as the writings of Rufus Jones are reprinted, or as additional manuscripts are published.

In 1950 the papers of Rufus Jones were deposited in the Quaker Collection by Elizabeth B. Jones and her daughter Mary Hoxie Jones. These consist of some 75 cubic feet of correspondence, lecture notes, speeches, manuscripts of books, and diaries. They are presently made available to certain scholars with the permission of Mary Hoxie Jones.

The Rufus M. Jones Study, a replica of his own study at 2 College Circle, with his own books and furniture, is a part of the college Library.

CHARLES ROBERTS AUTOGRAPH COLLECTION

Charles Roberts, a graduate of Haverford in 1864, and for 40 years a member of the Board of Managers, gathered a magnificent collection of autograph letters during his lifetime, beginning with a letter addressed to him personally by Abraham Lincoln while Roberts was a Haverford undergraduate. His widow, Lucy B. Roberts, gave the collection, containing 12,000 items, to the College in 1902.

The collection has been enlarged over the years, and now contains 20,000 letters varying in date from ca. 1400 to the present. It includes a set of the Signers of the Declaration of Independence, letters of the Presidents of the United States, members of the Constitutional Convention of 1787, letters of officers of the American Revolution, and also large and valuable collections of letters of distinguished authors, composers, royalty, scientists, educators, and business men. There are many Quaker letters in this collection.

Several other valuable non-Quaker manuscript collections are found in the Treasure Room including the William Pyle Philips Collection of the Signers of the Declaration of Independence, the Christopher Morley Collection, and the Nathaniel Peabody Rogers anti-slavery collection.

OTHER IMPORTANT COLLECTIONS

The Treasure Room of the Library houses three other valuable and important collections.

The William Pyle Philips Collection consists of rare books, mostly of the Renaissance period. Among the treasures of this collection are first editions of Dante, Copernicus, Spenser, the King James Bible, Milton, Newton, and the four folios of Shakespeare. A catalog describing this collection is available on request.

The Harris Collection of Ancient and Oriental Manuscripts contains over sixty Hebrew, Latin, Arabic, Syriac, and Ethiopic rolls and codices collected by J. Rendel Harris, a professor at Haverford, 1886-'91.

French Drama of the Romantic Period, is a collection of several hundred popular plays produced in Paris between 1790 and 1850. The collection was presented to the College by William Maul Measey.

General Information

The Quaker Collection welcomes gifts of family papers and records. Such material is carefully preserved for future generations of scholars. The staff is glad to receive books, pamphlets and other printed material, and when such gifts duplicate what is already in the collection, makes such material available to other Friends colleges.

* * * * *

Haverford College will be pleased to receive contributions for the support of the work of the Quaker Collection, and looks forward to obtaining bequests which will support this important service to Friends in the future.

* * * * *

Visiting scholars coming from a distance are encouraged to write before coming to use these collections. The Treasure Room is open weekdays except during the month of August.

* * * * *

Inquiries should be addressed to the Curator of the Quaker Collection, Haverford College, Haverford, Pennsylvania 19041.



HAVERFORD COLLEGE



JUNE FIFTH

1964

COMMENCEMENT

ORDER OF EXERCISES

10:30 a.m. INFORMAL MUSIC PRECEDING PROCESSIONAL

Dorothy Kunkel, *Organist*

10:45 a.m. ACADEMIC PROCESSION FORMS IN THE GYMNASIUM

11:00 a.m. EXERCISES IN ALUMNI FIELD HOUSE

1. PROCESSIONAL

The audience is requested to stand during the processional.

The Marshals

The Candidates for Degrees

The Marshals

The Board of Managers

The Faculty

The President's Group

The Candidates for Honorary Degrees, the
President and Treasurer of the Corporation,
and the Vice-Presidents of the College

The Commencement Speaker and the
President of the College

2. READING FROM THE SCRIPTURES

JONATHAN EVANS RHOADS, *President of the Corporation*

3. ANNOUNCEMENT OF PRIZES AND HONORS

WILLIAM E. CADBURY, JR., *Dean of the College*

PRIZES

The Clementine Cope Fellowships for 1964-65 for graduate study at another institution have been awarded to

MICHAEL JOSEPH COOK, 1964, First Prize

RICHARD ALLEN WERTIME, 1964, Second Prize

The Augustus Taber Murray Research Scholarship for study at another institution toward the degree of Doctor of Philosophy has been awarded to

OLASOPE OYEDIJI OYELARAN, 1964

The George Peirce Prize in Chemistry or Mathematics offered exclusively for students who expect to engage in research has been awarded to

NEIL ALEXANDER MACMILLAN, 1964

The William Ellis Scull Prize for the upperclassman who shall have shown the greatest achievement in voice and the articulation of the English Language, has been awarded to

JOHN VAN BRUNT, III, 1965

The Newton Prize in English Literature on the basis of Final Honors in English has been awarded to

ALAN BACHER WILLIAMSON, 1964

The Prizes for Excellence in the French Language, Full Scholarships to the Summer in Avignon Program of Bryn Mawr College, have been awarded to

MICHAEL ALEXANDER KIMBELL, 1967, First Prize

ANDREW EMILE BALBER, 1966, Second Prize

The William B. Baker Prize in Greek
has been awarded to
JOHN STEPHEN CHAMBERLIN, 1964

The S. P. Lippincott Prize in History
has been awarded to
JOHN STEPHEN MAJOR, 1964

The Savage Prize in English History
has been awarded to
MONROE ROLAND SONNENBORN, 1964
HARRY CALVIN STULTING, 1964

The Class of 1902 Prize in Latin
has been awarded to
CHARLES HARKLESS CECIL, 1967

The Class of 1896 Prizes in Latin and Mathematics for Sophomores
have been awarded to
JACKSON EDWARD ULLMAN, 1966, Latin
ROBERT LANDIS LONG, 1966, Mathematics

The Mathematics Department Prizes for Freshmen
have been awarded to
GEORGE RICHARD BELL, 1967, First Prize
DANIEL STEPHEN MAAS, 1967, Second Prize

The Philosophy Prizes for students who have done the most
satisfactory outside reading have been awarded to
ANDREW BERWICK DOTT, III, 1964
PAUL MATTICK, 1965

The Harold P. Kurzman Prize for the Senior who has performed best
and most creatively in Political Science course work
has been awarded to
ROBERT HINRICHS BATES, 1964

The John B. Garrett Prize for Systematic Reading
has been awarded to

PAUL THORFINN HOPPER, 1964

The Scholarship Improvement Prizes for two Seniors who have shown the
most steady and marked improvement in scholarship during
the college course have been awarded to

HOMER BOWEN WILCOX, III, 1964, First Prize

ALLEN COLLINGWOOD ROGERSON, 1964, Second Prize

The Founders Club Prize for the Freshman who has shown the best
attitude toward college activities and scholastic work
has been awarded to

PETER HERBERT BARNETT, 1967

The Edmund Jennings Lee Prize for that student organization which
has done the most to advance the interests of Haverford College
during the current academic year has been awarded to

THE DRAMA CLUB

The Varsity Cup for the member of the Senior Class who excels in
Leadership, Sportsmanship, and Athletic Ability
has been awarded to

JOHN BUTLER TOMARO, 1964

The John G. Wallace Class Night Award, a Best Actor Cup for the
student who excelled in the Class Night Production,
has been awarded to

RICHARD MAX BOCKOL, 1964

The Hamilton Watch Award to that Senior, majoring in one of the
Natural Sciences, in Mathematics or Engineering, who has most
successfully combined proficiency in his major field of study
with achievements, either academic or extracurricular
or both, in the Social Sciences or Humanities,
has been awarded to

PETER WAYNE LUCAS, 1964

HONOR SOCIETIES

PHI BETA KAPPA SOCIETY

The following members of the graduating class were elected
during their Junior year

RICHARD MELVYN COOPER

MICHAEL STUART NELSON

elected during their Senior year

ROBERT HINRICHS BATES

JOHN STEPHEN MAJOR

KEITH BRINTON

DONALD ROBERTS MOORE

JOHN STEPHEN CHAMBERLIN

DONALD RATAJCZAK

JAY MORRIS COBLENTZ

MICHAEL ROLAND SONNENBORN

MICHAEL JOSEPH COOK

MICHAEL PAUL TODARO

MURRAY SIMON LEVIN

ALAN BACHER WILLIAMSON

PETER WAYNE LUCAS

DAVID LOUIS YAFFE

The following member of the Junior Class has been elected
GEORGE FRANKLIN BAGBY, JR.

The following Alumni were elected members as
"Fifteen Year Honor Men"

JAMES QUINTER MILLER, Class of 1949

GEORGE ELSON RUFF, Class of 1949

The following member of the Faculty was elected an Honorary Member
FAY AJZENBERG-SELOVE

FOUNDERS CLUB

The following persons were elected for merit in
both studies and college activities

During 1962

MICHAEL SPRING, 1964

During 1963

DAVID LOUIS YAFFE, 1964

During 1964

ROBERT HINRICHS BATES, 1964

MURRAY SIMON LEVIN, 1964

STEVEN BERRIEN, 1965

PAUL MATTICK, 1965

HENRY GOODALL BIBBER, 1964

DONALD ROBERTS MOORE, 1964

JAMES FREDERIC BUNDY, 1964

ROBERT SYLVESTER MUNGER, Jr., 1964

RICHARD MELVYN COOPER, 1964

NORMAN PEARLSTINE, 1964

ROBERT ALAN EISENBERG, 1965

LAWRENCE FULTON SALMEN, 1964

DAVID WILLIAM FRASER, 1965

RONALD MAURICE SHAPIRO, 1964

CHRISTOPHER CARSON GLASS, 1964

JOHN VAN BRUNT, III, 1965

JAMES STEPHEN HOUSE, 1965

JOHN ADAMS WILLIAMS, 1964

ARTHUR SPANGLER WOOD, 1964

FACULTY MEMBERS

PAUL J. R. DESJARDINS

JOHN HERBERT DAVISON

COLLEGE HONORS

awarded by the Faculty of the College

SUMMA CUM LAUDE

ROBERT HINRICHS BATES

RICHARD MELVYN COOPER

PETER WAYNE LUCAS

MAGNA CUM LAUDE

MICHAEL JOSEPH COOK

DONALD ROBERTS MOORE

JOHN STEPHEN MAJOR

ALAN BACHER WILLIAMSON

DEPARTMENTAL HONORS

awarded by the Departments of the College

HIGH HONORS

ROBERT HINRICHS BATES	Political Science
MICHAEL JOSEPH COOK	History
RICHARD MELVYN COOPER	Philosophy
PAUL THORFINN HOPPER	German
PETER WAYNE LUCAS	Physics
JOHN STEPHEN MAJOR	History
DONALD ROBERTS MOORE	English
MONROE ROLAND SONNENBORN	History
MICHAEL PAUL TODARO	Economics
RICHARD ALLEN WERTIME	English
ALAN BACHER WILLIAMSON	English

HONORS

JOHN STEPHEN CHAMBERLIN	English
JAY MORRIS COBLENTZ	Biology
DAVID GERSHON COOK	Religion
CHRISTOPHER CARSON GLASS	Philosophy
PHILLIP LEE HENDERSON	Engineering
CHRISTOPHER JACOBS	Philosophy
MURRAY SIMON LEVIN	Political Science
WILLIAM WARREN MALANDRA	Philosophy
MICHAEL STUART NELSON	Philosophy
DAVID STUART OLTON	Psychology
DONALD RATAJCZAK	Economics
ADAM SPIEGEL	English
JACQUES HENRY TRANSUE	Russian
HOMER BOWEN WILCOX, III	Biology

HONORABLE MENTION

KENNETH JOSEPH BERNSTEIN, 1967	Classics 19,20
MICHAEL JOSEPH COOK, 1964	Philosophy 21-22
EVAN MICHAEL FALES, 1964	Philosophy 21-22
RODNEY BRENT FRITCHLEY, 1966	German 13-14
TEM HENRY HORWITZ, 1966	English 11-12
ROBERT DAVID HUME, 1966	English 11-12
STANFORD KYLE PRITCHARD, 1965	Religion 12
WILLIAM WINSLOW SCHRANK, 1965	English 21 and 22

4. GREETINGS AND REPORT ON THE COLLEGE

HUGH BORTON, *President*

5. CONFERRING OF DEGREES

BACHELORS OF ARTS

and

BACHELORS OF SCIENCE

JOHN CONRAD AIRD	JAMES OSWELL DONALDSON, III*
EDWARD STAVELEIGH ANDREWS	ANDREW BERWICK DOTT, III
DAVID THOMAS BATES	JOHN WILLIAM EISELE
ROBERT HINRICHS BATES	JOHN RAYMOND ELLIS
BERNARD JOEL BERMAN	EVAN M. FALES
HENRY GOODALL BIBBER	GEORGE HENRY GIFFORD*
RICHARD MAX BOCKOL	CHRISTOPHER CARSON GLASS
KEITH BRINTON	PHILLIP LEE HENDERSON*
JAMES FREDERIC BUNDY	DANIEL OWSLEY HOGENAUER*
FREDERICK G. CARSON	PAUL THORFINN HOPPER
JOHN STEPHEN CHAMBERLIN	WILLIAM CLARKE INGS
JAY MORRIS COBLENTZ*	CHRISTOPHER JACOBS
DAVID GERSHON COOK	JONATHAN PETER KABAT
MICHAEL JOSEPH COOK	CHRISTOPHER PAUL KAUFFMAN
RICHARD MELVYN COOPER	EDWIN DANIEL LARKIN, III
STEPHEN JOSEPH DALLOLIO	ILO E. LEPPIK*
DANIEL NICHOLAS DEWILDE	DAVID EVAN LERNER

* *Indicates Bachelor of Science Degree*

BACHELORS OF ARTS and BACHELORS OF SCIENCE (continued)

MURRAY SIMON LEVIN	WILLIAM ARTHUR SHAFER
ERIC R. FREDERICK LOB	RONALD MAURICE SHAPIRO
PETER WAYNE LUCAS	ROBERT MARTIN SHUMAN
RICHARD FRANCE LUKE	DAVID NATHAN SILVERS
WILLIAM ALEXANDER MACAN, IV	DANIEL CRAVEN SMILEY
NEIL ALEXANDER MACMILLAN	EDWARD JACQUELIN SMITH, JR.
JOHN STEPHEN MAJOR	JOHN RICHARD SMOLUK*
WILLIAM WARREN MALANDRA	ROBERT MICHAEL SNOW
STUART YEATMAN MCDUGAL	WILLIAM BATTEY SNYDER
ROBERT LARSON MICK	MONROE ROLAND SONNENBORN
DONALD ROBERTS MOORE	JAMES DOUGLAS SPAETH
ROBERT SYLVESTER MUNGER, JR.	ADAM SPIEGEL
MICHAEL STUART NELSON	MICHAEL SPRING
MICHAEL PETER NEVIN	TIMOTHY STUBBS STERRETT
OLUFEMI OLUDOLAPO OGUNDIPE*	CHARLES VUILLE STEWART
DAVID STUART OLTON	HARRY CALVIN STULTING
OLASOPE OYEDIJI OYELARAN	MICHAEL PAUL TODARO
NORMAN PEARLSTINE	JOHN BUTLER TOMARO
DONALD RATAJCZAK	JACQUES HENRY TRANSUE
DON JOEL REINFELD	RICHARD PORTER VAN BERG
ROBERT FRANK RICHARDSON	STEPHEN ALBERT WARD
ROBERT CHARLES RIORDAN	JOHN THEODORE WERTIME
ALLEN COLLINGWOOD ROGERSON	RICHARD ALLEN WERTIME
J. BRUCE RUPPENTHAL*	HOMER BOWEN WILCOX, III
LAWRENCE FULTON SALMEN	ELIOT PENFIELD WILLIAMS
GEORGE ANDREW SARGENT, III*	JOHN ADAMS WILLIAMS
JAY F. SCHAMBERG, II	ALAN BACHER WILLIAMSON
PETER WILLIAM SCHERER*	ARTHUR SPANGLER WOOD
BARRY DIVEN SEAGREN	DAVID LOUIS YAFFE

as of June 7, 1963

FRANCIS PORCHER BOWLES	HOWARD COOPER DESHONG, JR.
STUART ROY DAVID	ROBERT HILGER EZERMAN
G. RAYMOND DE RIS	SIDNEY HOLLANDER
PETER HAL LARY	

** Indicates Bachelor of Science Degree*

HONORARY DEGREES

Candidates will be presented by

ARCHIBALD MACINTOSH, *Vice-President*

JAMES FRENCH WALKER	<i>Doctor of Laws</i>
GEORGE ARTHUR WALTON	<i>Doctor of Laws</i>
SHEPHERD ARTHUR WATSON	<i>Doctor of Laws</i>
CLARK KERR	<i>Doctor of Laws</i>
SAMUEL EMLÉN STOKES	<i>Doctor of Laws</i>

6. COMMENCEMENT ADDRESS

WALT WHITMAN ROSTOW, A.B., PH.D.

7. CLOSING REMARKS BY THE PRESIDENT

8. RECESSIONAL

The audience is requested to stand during the recessional.

HAVERFORD COLLEGE BULLETIN



CATALOG ISSUE 1964-65

Haverford College Bulletin, Vol. LXIII, Number One, July 1964, Catalog 1964-65. Issued July, October, November and January by Haverford College, Haverford, Pennsylvania. Entered as second-class matter November 2, 1944, at the Post Office at Haverford, Pa., under the Act of August 24, 1912.

HAVERFORD COLLEGE



BULLETIN

CATALOG ISSUE 1964-65

HAVERFORD, PENNSYLVANIA

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HAVERFORD COLLEGE

1964

	S	M	T	W	T	F	S		S	M	T	W	T	F	S
Sept.			1	2	3	4	5	Nov.	1	2	3	4	5	6	7
	6	7	8	9	10	11	12		8	9	10	11	12	13	14
	13	14	15	16	17	18	19		15	16	17	18	19	20	21
	20	21	22	23	24	25	26		22	23	24	25	26	27	28
	27	28	29	30					29	30					
Oct.					1	2	3	Dec.			1	2	3	4	5
	4	5	6	7	8	9	10		6	7	8	9	10	11	12
	11	12	13	14	15	16	17		13	14	15	16	17	18	19
	18	19	20	21	22	23	24		20	21	22	23	24	25	26
	25	26	27	28	29	30	31		27	28	29	30	31		

1965

	S	M	T	W	T	F	S		S	M	T	W	T	F	S
Jan.						1	2	Apr.					1	2	3
	3	4	5	6	7	8	9		4	5	6	7	8	9	10
	10	11	12	13	14	15	16		11	12	13	14	15	16	17
	17	18	19	20	21	22	23		18	19	20	21	22	23	24
	24	25	26	27	28	29	30		25	26	27	28	29	30	
	31														
Feb.		1	2	3	4	5	6	May							1
	7	8	9	10	11	12	13		2	3	4	5	6	7	8
	14	15	16	17	18	19	20		9	10	11	12	13	14	15
	21	22	23	24	25	26	27		16	17	18	19	20	21	22
	28								23	24	25	26	27	28	29
									30	31					
Mar.		1	2	3	4	5	6	June			1	2	3	4	5
	7	8	9	10	11	12	13		6	7	8	9	10	11	12
	14	15	16	17	18	19	20		13	14	15	16	17	18	19
	21	22	23	24	25	26	27		20	21	22	23	24	25	26
	28	29	30	31					27	28	29	30			

College days in heavy-face type.

CALENDAR 1964-1965

New students arrive	Tues., Sept. 15
Registration of all new students	Thurs. & Fri., Sept. 17 & 18
Returning students arrive, beginning in afternoon	Sat., Sept. 19
Beginning of College year with Collection 11 A.M.	Mon., Sept. 21
First semester classes begin 1 P.M.	Mon., Sept. 21
Swarthmore Day (no classes)	Sat., Nov. 21
<i>Thanksgiving vacation</i> 12:30 P.M. Wed., Nov. 25 to 8:30 A.M. Mon., Nov. 30	
Registration for spring term	Week of Dec. 7
Students confer with advisers	Mon., Tues., Wed., Dec. 7, 8, 9
Registration cards due in Registrar's Office	Thurs., Fri., Dec. 10 & 11
Christmas party	Evening—Mon., Dec. 14
Classes scheduled for evening of Dec. 14 will be held at the Collection hour on Tues. or on Wed. evening of that week.	
<i>Christmas vacation</i> 12:30 P.M. Thurs., Dec. 17 to 8:30 A.M. Mon., Jan. 4	
Midyear examination schedules due in Registrar's Office.....	Tues., Wed., Jan. 5, 6
First semester classes end 11:30 A.M.	Sat., Jan. 16
All papers assigned must be turned in by noon on this date.*	
Midyear Examinations*	Tues., Jan. 19 thru Wed., Jan. 27
<i>Midyear recess</i> 5 P.M. Wed., Jan. 27 to 8:30 A.M. Wed., Feb. 3	
Second semester classes begin 8:30 A.M.	Wed., Feb. 3
<i>Spring vacation</i> 4 P.M. Thurs., Mar. 25 to 8:30 A.M. Mon., Apr. 5	
Applications for scholarships due in Admissions Office	Thurs., Apr. 15
Major registration cards for Sophomores must be filed by 4 P.M. in Dean's Office	Thurs., Apr. 15
Registration for fall term	Week of Apr. 26
Students confer with advisers	Mon., Tues., Wed., Apr. 26, 27, 28
Registration cards due in Registrar's Office	Thurs., Fri., Apr. 29, 30
Manuscripts in competition for prizes must be filed in the Registrar's Office by noon	Sat., May 1
Final examination schedules due in Registrar's Office	Wed., Thurs., May 5, 6
Second semester classes end 10 P.M.	Tues., May 18
All papers assigned must be turned in by 4 P.M. on this date.*	
Senior Comprehensive Examinations	Thurs., Fri., Sat., Mon., May 20, 21, 22, 24
Final examinations*	Thurs., May 20 thru Mon., May 31
Oral examinations for College honors	Thurs., Fri., Sat., May 27, 28, 29
COMMENCEMENT	Fri., June 4
New students arrive for 1965-1966	Tues., Sept. 14, 1965
College year begins	Mon., Sept. 20

* If a paper is assigned *in place of* the final examination in a course, the date by which it is due may be set by the instructor not later than 4 P.M. on Monday, January 25th, for First Semester, or Friday, May 28th, for Second Semester. *Laboratory notebooks* must be turned in not later than these same dates. Late papers or notebooks will receive *no credit* unless arrangements have been made *in advance* with the instructor in the course and the Dean.

FACULTY, ADMINISTRATION, STAFF

FACULTY

- HUGH BORTON*President*
B.S., Haverford College; A.M., Columbia University; Ph.D., University of
Leyden; LL.D., Temple University; LL.D., University of Pennsylvania.
- ARCHIBALD MACINTOSH*Vice President and Director of Admissions*
B.A., Haverford College; A.M., Columbia University; Ph.D., University of
Pennsylvania; LL.D., Haverford College.
- FREDERIC PALMER, JR.*Professor of Physics, Emeritus*
A.B., A.M. and Ph.D., Harvard University.
- LEON HAWLEY RITTENHOUSE*Professor of Engineering, Emeritus*
M.E., Stevens Institute of Technology.
- DEAN PUTNAM LOCKWOOD*Professor of Latin and Librarian, Emeritus*
A.B., A.M. and Ph.D., Harvard University.
- JOHN OTTO RANTZ*Instructor in Engineering, Emeritus*
- ABRAHAM PEPINSKY*Professor of Psychology, Emeritus*
A.B. and A.M., University of Minnesota; Ph.D., State University of Iowa.
- EDWARD DOUGLAS SNYDER*Professor of English, Emeritus*
A.B., Yale University; A.M. and Ph.D., Harvard University.
- LEVI ARNOLD POST*Professor of Greek, Emeritus*
B.A., M.A., and L.H.D., Haverford College; A.M., Harvard University; B.A.
and M.A., Oxford University.
- MARTIN FOSS*Lecturer in Philosophy, Emeritus*
LL.D., University of Jena.
- ALFRED JULIUS SWAN*Professor of Music, Emeritus*
B.A. and M.A., Oxford University.
- THOMAS EDWARD DRAKE*Professor of American History, Emeritus*
A.B., Stanford University; A.M., University of Michigan; Ph.D., Yale Univer-
sity.
- DOUGLAS VAN STEERE*T. Wistar Brown Professor of Philosophy, Emeritus*
S.B., Michigan State College; B.A. and M.A., Oxford University; A.M. and
Ph.D., Harvard University; D.D., Lawrence College; L.H.D., Oberlin College.
- CLETUS ODA OAKLEY*Professor of Mathematics, Emeritus*
S.B., University of Texas; S.M., Brown University; Ph.D., University of Illinois.
- CLAYTON WILLIAM HOLMES*Professor of Engineering, Emeritus*
B.S. in M.E. and M.E., University of New Hampshire; M.A., Haverford College.
- (*The active members of the Faculty are arranged in the order of their
appointment to their present rank. Two or more appointed in
the same year are listed in alphabetical order.*)
- RALPH MILLARD SARGENT*F. B. Gummere Professor of English*
A.B., Carleton College; Ph.D., Yale University.
- HOWARD MORRIS TEAF, JR.*Professor of Economics*
B.S. in Economics, M.A. and Ph.D., University of Pennsylvania.
- IRA DE AUGUSTINE REID*Professor of Sociology*
A.B. and LL.D., Morehouse College; A.M., University of Pittsburgh; Ph.D.,
Columbia University.
- HARRY WILLIAM PFUND*Professor of German*
B.A., Haverford College; A.M., and Ph.D., Harvard University.

HAVERFORD COLLEGE

- ROY EARL RANDALL*Professor of Physical Education*
Ph.B., Brown University. *and Director of Intercollegiate Athletics*
- LOUIS CRAIG GREEN*Professor of Astronomy*
A.B., A.M. and Ph.D., Princeton University.
- WILLIAM EDWARD CADBURY, JR.*Professor of Chemistry*
B.S. and M.A., Haverford College; Ph.D., University of Pennsylvania.
- HOWARD COMFORT*Professor of Classics*
B.A., Haverford College; A.M. and Ph.D., Princeton University.
- WILLIAM DOCHERTY, JR.*Professor of Physical Education*
S.B., Temple University. *and Director of Physical Education*
- ***JOHN ASHBY LESTER, JR.*Professor of English*
B.S., Haverford College; A.M. and Ph.D., Harvard University.
- HOLLAND HUNTER*Professor of Economics*
B.S., Haverford College; A.M. and Ph.D., Harvard University.
- WALLACE TREVETHIC MACCAFFREY*Walter D. and Edith M. L. Scull*
 Professor of English Constitutional History
A.B., Reed College; A.M. and Ph.D., Harvard University.
- CRAIG RINGWALT THOMPSON*Professor of English and History*
A.B., Dickinson College; A.M. and Ph.D., Princeton University.
- MANUEL JOSE ASENSIO*Professor of Romance Languages*
B.A., University of Granada; M.A. and Ph. D., University of Pennsylvania.
- *MARCEL MARC GUTWIRTH*Professor of Romance Languages*
A.B., Columbia College; A.M. and Ph.D., Columbia University.
- FRANCIS HOWARD PARKER*Professor of Philosophy*
A.B., Evansville College; A.M., Indiana University; Ph.D., Harvard University.
- WILLIAM HEARTT REESE*Professor of Music and Director*
 of Glee Club and Orchestra on joint appointment with Bryn Mawr College
A.B., Amherst College; M.A., Columbia University; Ph.D., University of Berlin.
- *PHILIP WILKES BELL*Professor of Economics*
A.B., Princeton University; A.M., University of California; Ph.D., Princeton University.
- EDWIN B. BRONNER*Professor of History*
A.B., Whittier College; M.A., Haverford College; Ph.D., University of Pennsylvania.
- ARIEL GIDEON LOEWY*Professor of Biology*
B.S. and M.S., McGill University; Ph.D., University of Pennsylvania.
- FAY AJZENBERG-SELOVE*Professor of Physics*
B.S.E., University of Michigan; M.S. and Ph.D., University of Wisconsin.
- ALFRED DIAMANT*Professor of Political Science*
A.B. and M.A., Indiana University; Ph.D., Yale University.
- *ROBERT IRVING WALTER*Professor of Chemistry*
B.A., Swarthmore College; M.A., Johns Hopkins University; Ph.D., University of Chicago.
- *JOHN ASHMEAD, JR.*Professor of English*
A.B., A.M. and Ph.D., Harvard University.

* Absent on leave 1964-65.

*** Absent on leave, second semester.

FACULTY, ADMINISTRATION, STAFF

- FRANCES de GRAAFF *Professor of Russian*
Ph.D., University of Leyden. *on joint appointment with Bryn Maur College*
- **THEODORE BRINTON HETZEL *Associate Professor of Engineering*
B.S., Haverford College; B.S. in M.E., University of Pennsylvania; M.S. and
Ph.D., Pennsylvania State University.
- FRANK JOSEPH QUINN *Associate Professor of English*
B.A., M.A. and B.Litt., Oxford University.
- DOUGLAS HAMILTON HEATH *Associate Professor of Psychology*
A.B., Amherst College; A.M. and Ph.D., Harvard University.
- BRADFORD COOK *Associate Professor of French*
B.A., Williams College; Ph.D., Yale University.
- *A. PAUL HARE *Associate Professor of Sociology*
B.A., Swarthmore College; B.S., Iowa State University; M.A., University of
Pennsylvania; Ph.D., University of Chicago.
- ROBERT HAWES BUTMAN *Director of Drama with rank of Associate Professor*
B.A. and M.A., University of North Carolina.
- JOHN RICHARD CARY *Associate Professor of German*
B.A., Haverford College; Ph.D., Johns Hopkins University.
- WILLIAM COOPER DAVIDON *Associate Professor of Physics*
B.S., M.S. and Ph.D., University of Chicago.
- COLIN FRANCIS MACKAY *Associate Professor of Chemistry*
B.S., University of Notre Dame; M.S. and Ph.D., University of Chicago.
- EDGAR SMITH ROSE *Associate Professor of English*
A.B., Franklin and Marshall College; A.M. and Ph.D., Princeton University.
- MELVIN SANTER *Associate Professor of Biology*
B.S., St. John's University; M.S., University of Massachusetts; Ph.D., George
Washington University.
- ALFRED WANNER SATTERTHWAITE *Associate Professor of English*
A.B., A.M. and Ph.D., Harvard University.
- JOHN POLK CHESICK *Associate Professor of Chemistry*
B.S., Purdue University; Ph.D., Harvard University.
- PAUL J. R. DESJARDINS *Associate Professor of Philosophy*
B.A., M.A. and Ph.D., Yale University.
- IRVING FINGER *Associate Professor of Biology*
B.A., Swarthmore College; Ph.D., University of Pennsylvania.
- HARMON CRAIG DUNATHAN *Associate Professor of Chemistry*
B.A., Ohio Wesleyan University; M.S. and Ph.D., Yale University.
- *GEORGE ALEXANDER KENNEDY *Associate Professor of Classics*
A.B., Princeton University; A.M. and Ph.D., Harvard University.
- GEORGE M. RIDENOUR *Associate Professor of English*
B.A., College of Wooster; Ph.D., Yale University.
- THOMAS ALONZO BENHAM *Associate Professor of Engineering*
B.S. and M.S., Haverford College.
- DALE HARPER HUSEMOLLER *Associate Professor of Mathematics*
B.A., University of Minnesota; A.M. and Ph.D., Harvard University.

* Absent on leave 1964-65.

** Absent on leave, first semester.

HAVERFORD COLLEGE

- SIDNEY IRWIN PERLOE *Associate Professor of Psychology*
B.A., New York University; Ph.D., University of Michigan.
- NORMAN STEIN *Associate Professor of Mathematics*
B.A. and Ph.D., Cornell University.
- *JOHN HERBERT DAVISON *Assistant Professor of Music*
B.A., Haverford College; A.M., Harvard University; Ph.D., University of Rochester.
- ERNEST JOSEPH PRUDENTE *Assistant Professor of Physical Education*
B.S. in Ed. and M.S., University of Pennsylvania.
- JOHN PHILIP SPIELMAN, JR. *Assistant Professor of History*
B.A., Montana State University; M.A. and Ph.D., University of Wisconsin.
- HARVEY GLICKMAN *Assistant Professor of Political Science*
A.B., Princeton University; A.M. and Ph.D., Harvard University.
- CHARLES HOWARD HOLBROW *Assistant Professor of Physics*
B.A., M.S. and Ph.D., University of Wisconsin; A.M., Columbia University.
- LOUIS ARYEH KOSMAN *Assistant Professor of Philosophy*
B.A. and M.A., University of California; Ph.D., Harvard University
- ROGER LANE *Assistant Professor of History*
B.A., Yale University; Ph.D., Harvard University.
- WILLIAM RAYMOND SMITH *Assistant Professor of English*
B.A., M.A., and Ph.D., University of Chicago.
- WALTER DEAN BURNHAM *Assistant Professor of Political Science*
B.A. and M.A., Johns Hopkins University; A.M. and Ph.D., Harvard University.
- THOMAS JAMES D'ANDREA *Assistant Professor of Psychology*
B.A. and Ph.D., University of Minnesota.
- DIETRICH KESSLER *Assistant Professor of Biology*
B.A., Swarthmore College; M.S. and Ph.D., University of Wisconsin.
- MARTIN OPPENHEIMER *Assistant Professor of Sociology*
B.S., Temple University; M.A., Columbia University; Ph.D., University of Pennsylvania.
- ROBERT A. SANCHEZ *Assistant Professor of Chemistry*
A.B., Pomona College; Ph.D., Kansas State University.
- WILLIAM CLYDE SCOTT *Assistant Professor of Classics*
A.B., A.M., and Ph.D., Princeton University.
- CHRISTOPHER PETER R. L. SLATER *Assistant Professor of Religion*
B.A., McGill University; B.A. and M.A., Cambridge University; Ph.D., Harvard University.
- YVONNE MADELEINE OGÉ *Visiting Assistant Professor of French*
License d'anglais and Diplôme d'Etudes supérieures, University of Paris; Agrégation d'anglais.
- CLARENCE EVAN PICKETT *Lecturer in Christian Ethics*
A.B., Penn College; B.D., Hartford Theological Seminary; LL.D., Haverford College; LL.D., Earlham College.
- CHARLOTTE ANDERSON *Lecturer in German*
B.A. and M.A., University of California at Los Angeles; Ph.D., Yale University.

* Absent on leave 1964-65.

FACULTY, ADMINISTRATION, STAFF

- ANTHONY KOOIKER *Lecturer in Music*
 B.A., Northwestern University; Ph.D., University of Rochester.
- GEORGE SALAMON *Instructor in German*
 B.A., Brandeis University.
- ANNE EVANS BERTHOFF *Instructor in English*
 A.B., Cornell College; M.A., Radcliffe College.
- ROBERT EMMET GEOGHAN *Instructor of Mathematics*
 A.B., Fordham College; M.A., Yale University.
- VICKI WEISBERG KRAMER *Instructor in English*
 B.A., Wellesley College; M.A., Radcliffe College.
- JERROLD NORMAN SIEGEL *Instructor in Mathematics*
 B.S. and M.S., Massachusetts Institute of Technology; Ph.D., Cornell University.

Special Appointments

- FORREST DUANE COMFORT *Counselor*
 A.B., Penn College; M.A., Haverford College; Ed.M., Harvard University.
- NORMAN BARGE BRAMALL *Assistant in Physical Education*
- RAYMOND TAYLOR BRAMALL *Assistant in Physical Education*
 B.S., M.S. and Ed.D., University of Pennsylvania.
- NORMAN MONTGOMERY WILSON *Assistant in Engineering*
- FRITZ JANSCHKA *Artist in Residence, Bryn Mawr College*
 Akademie der Bildenden Künste, Vienna.
- ELIZABETH UFFORD GREEN *Research Associate in Biology*
 A.B., M.A. and Ph.D., Bryn Mawr College.
- MARY HOXIE JONES *Research Associate in Quaker Studies*
 A.B., Mt. Holyoke College.
- JOHN JOSEPH STOUDT *Research Associate in Religious History*
 B.S., Haverford College; B.D., Yale University; D. Phil., Edinburgh University.

ADMINISTRATION

- HUGH BORTON *President*
 B.S., Haverford College; A.M., Columbia University; Ph.D., University of Leyden; LL.D., Temple University; LL.D., University of Pennsylvania.
- ARCHIBALD MACINTOSH *Vice President and Director of Admissions*
 B.A., Haverford College; A.M., Columbia University; Ph.D., University of Pennsylvania; LL.D., Haverford College.
- ALFRED R. CRAWFORD *Vice President for Development*
 B.A., Haverford College.
- WILLIAM EDWARD CADBURY, JR. *Dean*
 B.S. and M.A., Haverford College; Ph.D., University of Pennsylvania.
- ALDO CASELLI *Comptroller and Business Manager*
 D.S.E. and C., University of Naples.
- JAMES W. LYONS *Dean of Students*
 A.B., Allegheny College; M.S. and Ed.D., Indiana University.
- LOUIS CRAIG GREEN *Director of the Strawbridge Memorial Observatory*
 A.B., A.M., and Ph.D., Princeton University.

HAVERFORD COLLEGE

- MIRIAM R. NUGENT*Director of Residence Halls*
B.S., New York University.
- WILLIAM EDWARD SHEPPARD, II*Director of Alumni Affairs*
B.S., Haverford College.
- CHARLES PERRY*Associate Director for Development*
B.A., Haverford College; M.S.S., Bryn Mawr College.
- WILLIAM WEBSTER AMBLER*Associate Director of Admissions*
B.S., Haverford College.
- BARCLAY M. BOLLAS*Director of Information*
B.A., Colgate University.
- ARTHUR S. WOOD*Admissions Assistant*
B.A., Haverford College.
- VIRGINIA H. KLINE*Registrar*
- GERTRUDE MANN WONSON*Secretary to the Director of Admissions*
B.S., Simmons College.
- KATHARINE M. CARTER*Secretary to the President*
A.B., Wilson College.
- FLORENCE N. ANDREWS*Secretary to the Dean*
Certificate, Philadelphia Normal School.

Library Staff

- CRAIG RINGWALT THOMPSON*Librarian*
A.B., Dickinson College; A.M. and Ph.D., Princeton University.
- EDWIN B. BRONNER*Curator, Quaker Collection*
A.B., Whittier College; M.A., Haverford College; Ph.D., University of Pennsylvania.
- RUTH H. REESE*Assistant Librarian, Technical Services*
B.A., Acadia University; B.S. (L.S.) Simmons College.
- ESTHER R. RALPH*Assistant Librarian, Reader Services*
B.S. West Chester State College; B.S. (L.S.), Drexel Institute of Technology.
- ELSE GOLDBERGER*Acquisitions Librarian*
Ph.D., University of Vienna.
- M. CONSTANCE HYSLOP*Cataloger and Government Documents Librarian*
A.B., Mount Holyoke College; M.A., University of Pennsylvania; M.S. (L.S.), Drexel Institute of Technology.
- MAE E. CRAIG*Senior Cataloger*
A.B., Mount Holyoke College; B.S. (L.S.) Simmons College.
- BJORG MIEHLE*Circulation Librarian*
University of Oslo; Graduate, Norwegian State Library School; B.S. (L.S.), Drexel Institute of Technology.
- MARJORIE F. DAVIS*Administrative Assistant, Quaker Collection*
B.A., Juniata College; M.S. (L.S.), Drexel Institute of Technology.
- SHIRLEY STOWE*Cataloger*
A.B., Radcliffe College; M.S. (L.S.), Drexel Institute of Technology.
- MARIA KUNYCIA*Cataloger*
M. Ph., University of Poznań; M.S. (L.S.), Drexel Institute of Technology.

FACULTY, ADMINISTRATION, STAFF

Medical Staff

- WILLIAM WOLTER LANDER *Physician*
B.S., Ursinus College; M.D., University of Pennsylvania.
- PETER G. BENNETT *Psychiatrist for the College*
M.D., University of Pennsylvania.
- BERTHA KRATZ *Resident Nurse*
R.N., Stetson Hospital.

VISITING FACULTY ON SPECIAL FUNDS 1963-64

William Pyle Philips Fund

- M. E. BITTERMAN
Professor of Psychology, Bryn Mawr College.
- RAOUL H. BOTT
Professor of Mathematics, Harvard University.
- ANGUS CAMPBELL
Director, Survey Research Center, University of Michigan.
- SEYMOUR S. COHEN
Professor of Biochemistry, University of Pennsylvania.
- NORMAN DAVIDSON
Professor of Chemistry, California Institute of Technology.
- VLADIMIR DEDIJER
Senior Simons Fellow, Manchester University.
- MICHAEL J. S. DEWAR
Professor of Chemistry, University of Texas.
- LEONARD DOOB
Professor of Psychology, Yale University.
- FREEMAN DYSON
Professor of Physics, Institute for Advanced Study.
- EDWIN E. FLOYD
Temporary Member in the School of Mathematics, Institute for Advanced Study.
- ALEXANDER GERSCHENKRON
Professor of Economics, Harvard University.
- LEON HENKIN
Professor of Mathematics, University of California (Berkeley).
- SIR FITZROY MACLEAN
Member, British Parliament.
- JOHN W. MILNOR
Professor of Mathematics, Princeton University.
- ARTHUR B. PARDEE
Professor of Molecular Biology, Princeton University.
- TALCOTT PARSONS
Professor of Sociology, Harvard University.
- NORMAN RAMSEY
Professor of Physics, Harvard University.

HAVERFORD COLLEGE

NEVITT SANFORD

Professor of Psychology and Director, Institute for Study of Human Problems,
Stanford University.

LEONARD I. SCHIFF

Professor of Physics, Stanford University.

GUNTHER STENT

Professor of Virology, University of California (Berkeley).

CHARLES YANOFSKY

Professor of Biology, Stanford University.

DONALD R. YOUNG

President-Emeritus, Russell Sage Foundation.

William Gibbons Rhoads Fund

RICHARD BLACKMUR

Professor of English, Princeton University.

WAYNE BOOTH

Professor of English, University of Chicago.

LEON EDEL

Professor of English, New York University.

Thomas Shipley Lecture Fund

RICHARD D. ALTICK

Professor of English, Ohio State University.

Mary Farnum Brown Fund

JAROSLAV J. PELIKAN, JR.

Titus Street Professor of Ecclesiastical History, Yale University.

Academic Council

The Academic Council consists of the President as chairman, three elected divisional representatives of the faculty, one to be elected yearly, the two faculty representatives to the Board, Vice President MacIntosh, and the Dean, as secretary of the Council. The Academic Council: 1) appoints the standing faculty committees, 2) makes recommendations to the President on faculty appointments, reappointments, promotions, and tenure in accordance with accepted procedures, and 3) may consider matters having college-wide academic implications which are referred to it by the President and/or by members of the Council. The elected members of the Academic Council for the academic year beginning September 1, 1964 are Mr. Teaf (Social Sciences), Mr. Santer (Natural Sciences), and Mr. Rose (Humanities).

Standing Committees of the Faculty

Academic Standing: MR. DAVIDON, *Chairman*

MESSRS. HEATH, PRUDENTE, SATTERTHWAITE

Admissions: MR. MACKAY, *Chairman*

MESSRS. QUINN, LESTER, DESJARDINS

Arts and Service: MR. BUTMAN, *Chairman*

MESSRS. BENHAM, DOCHERTY

Educational Policy: MR. HUNTER, *Chairman*

MESSRS. DIAMANT, HOLBROW, LOEWY, PARKER, CADBURY

Faculty Compensation and Medical Plans: MR. CHESICK, *Chairman*

MESSRS. HUSEMOLLER, SMITH, TEAF

Faculty Research and Study: MR. SARGENT, *Chairman*

MESSRS. FINGER, SPIELMAN, THOMPSON

Honors, Fellowships, and Prizes: MRS. SELOVE, *Chairman*

MESSRS. BRONNER, DIAMANT, RIDENOUR

Library: MR. CARY, *Chairman*

MESSRS. BURNHAM, FINGER, SARGENT; MISS DE GRAAFF

Philips Program, Rhoads Fund, and Distinguished Visitors: MR. DUNATHAN, *Chairman*

MESSRS. KOSMAN, LANE, plus CARY and THOMPSON, *ex officio*

The President and Vice President MacIntosh are *ex officio* members of all committees. The Vice President for Development will attend such committee meetings as he considers necessary for the proper functioning of his office.

THE
COLLEGE
AND ITS
PROGRAM

AIMS AND OBJECTIVES

In line with its Quaker tradition, Haverford College stresses three inter-related elements in its educational philosophy. These are a high standard of academic performance within a broadly-based, liberal arts curriculum, the individual nature of this education, and the importance of personal ideals and moral values. High scholastic ability is a requisite for admission to Haverford, but heavy weight is given to the character of each candidate and the potential contribution he can make to the College community. Along with a commitment to scholarship, the College emphasizes the development of sound ethical judgments based on a clear perception of individual and social aims.

In his academic work, each student is encouraged and expected to perform at a level consistent with his abilities. The more capable he is the more is expected of him. He will soon discover the high value which the College attaches to intellectual integrity, independence of judgment, an imaginative grasp of the interrelationship of the branches of knowledge, and a capacity to carry out independent work. The requirements for graduation are designed to develop the ability to learn, to understand, and to reach sound conclusions, on the basis of study in each of the broad fields of human knowledge as well as by concentration in a single field.

The College believes that the desirable qualities cultivated in the classroom and laboratory can be supplemented and strengthened by a sound program of non-academic courses, athletics, and extracurricular activities. The Arts and Service non-credit courses are designed to encourage interest in constructive community service and to develop appreciation of beauty and certain creative skills. Athletic activities, including intramural and intercollegiate contests, promote physical fitness and coordination and provide opportunity for all students to experience the benefits of wholesome competition and team play. A variety of campus organizations allow each student to join with others in pursuing common interests. The important role of the honor system in student government emphasizes the value which the community places on individual responsibility.

Haverford College believes that while the mastery of facts, techniques, and certain skills is important, it must be coupled with the desire and moral capacity to use them for worthwhile ends. It will continue to lay stress on the formation of moral values and personal ideals, not insisting on any set doctrine, but cherishing freedom of religious beliefs and of conscience. Such growth is fostered by the weekly Collections, or assemblies, where leaders from various walks of life share with the undergraduates their diverse experi-

HAVERFORD COLLEGE

ences and points of view. In addition, outstanding scholars frequently visit the campus for lectures or special classes, and have extensive personal contacts with students.

At the center of the religious activity of the Society of Friends is the Meeting for Worship. This fact has been recognized by a policy of compulsory attendance for Haverford's students at Fifth Day Meeting. The majority of attenders at Fifth Day Meeting, students and faculty members, are not members of the Society of Friends. In view of this, and the fact that attendance is compulsory, Haverford's Fifth Day Meeting is not a Friends' Meeting in the usual sense. However, what the Haverford Meeting does share with an authentic Friends' Meeting is the gathering together of a group in silence for collective meditation and consideration of matters of fundamental and common concern. Here students, faculty, and administration alike learn from meditative silence or from a spoken message how to delineate and cultivate the highest moral principles, to see themselves in their proper relation to their fellowmen and to the totality of life.

HISTORY

Haverford College was founded in 1833 as the first college established by members of the Society of Friends in the United States. It was organized as an institution which would provide an "enlarged and liberal system of instruction" to meet the intellectual needs of "Friends on this continent," offering a course of instruction in science, mathematics, and classical languages "as extensive as given in any literary institution in this country." In those days it was modestly called Haverford School, but the intent was clear to create a center that would give to Friends the kind of education which other young Americans were receiving in the best colleges.

The founders selected, as a site for the new College, 198 acres of rolling farmland in the center of the Welsh Tract, a large area originally set apart by William Penn for Quaker immigrants from Wales. Today its beautifully landscaped campus, grown to 216 acres, forms a peaceful setting in the midst of the suburbs of Philadelphia.

The first forty years of Haverford's history were devoted to establishing policies and practices to make effective the ideals of its founders. In 1847 it opened its doors to young men who were not Quakers, and in 1856 it became a degree-granting institution. Although the College has never had any formal connection with an organized Meeting of the Society of Friends, its Quaker tradition continues strong. With the exception of four of its

THE COLLEGE AND ITS PROGRAM

number elected by the Alumni and two elected by the Faculty, all members of the Board of Managers must be members of the Society of Friends.

President Isaac Sharpless, 1887-1917, led Haverford College into the forefront of American collegiate institutions. Under his leadership, Haverford's tradition of outstanding teaching was continued and strengthened. During the administration of William Wistar Comfort, from 1917 to 1940, the student body increased from two hundred to over three hundred. Felix Morley, a Rhodes Scholar of the Class of 1915, was President during the difficult years of World War II. He was succeeded by Gilbert F. White, one of the country's outstanding geographers, who served as President from 1946 to 1955 before returning to teaching and research. Hugh Borton, former Professor of Japanese History at Columbia University and Director of its East Asian Institute, was inaugurated as President in 1957.

In 1963 the Board of Managers (Trustees) approved expansion in the enrollment from the current level of 450 to 700 within the following decade.

RESOURCES

The endowment and trust funds of Haverford College currently have a book value of over \$12,000,000. The income from these funds and the support given to the College annually by its Alumni and other friends play significant parts in maintaining its high educational standards and underwriting the scholarship and loan programs which help many of its students.

Founders Hall, built in 1833 at a cost of \$19,251.40, was known for years as "The College". Over the years the campus has been improved by the addition of dormitories and other buildings to supplement Founders Hall. Except for about fifty day students, all undergraduates live in dormitories or small residence houses on the campus. Similarly a large portion of the Faculty live in houses or apartments owned by the College and situated on or near the campus.

Academic Buildings

Classroom and laboratory buildings include Chase Hall, Hilles Laboratory of Applied Sciences, Strawbridge Memorial Observatory, Henry S. Drinker Music Center, Stokes Hall, Sharpless Hall, and Lyman Beecher Hall Laboratory. Some classes are also held in Whitall and Founders Halls.

HILLES houses the engineering department and contains classrooms, drawing rooms, a departmental library, shops, and mechanical and electrical laboratories. Also located there is the Haverford-Bryn Mawr COMPUTER

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CENTER. This center contains an IBM 1620 Computer with card input and output. The Computer has a 60,000 decimal digit memory with an access time of 20 microseconds. Its speed is 1800 five-digit additions or 200 five-digit multiplications per second. This center has several key punches, a sorter, a reproducer, and a tabulator. All of its equipment may be used by students.

STOKES HALL, built at a cost of nearly \$2,000,000, and opened in September, 1963, provides unexcelled facilities for the departments of chemistry, mathematics, and physics. One wing contains an auditorium, seating 205 persons, and a science library with space for about 20,000 volumes and many current periodicals. The main part of this four story structure contains classrooms and seminar rooms, laboratories, faculty offices, and research laboratories for both faculty and students.

Completely renovated, and scheduled to re-open in the fall of 1964, is SHARPLESS HALL, which will house the biology and psychology departments. It is planned that the former chemistry building, LYMAN BEECHER HALL LABORATORY, will be remodeled to provide faculty offices, classroom space, and to meet other needs of humanities and social science departments.

WILLIAM J. STRAWBRIDGE MEMORIAL OBSERVATORY is equipped with three equatorially mounted telescopes, a 10-inch and a 4½-inch refractor, and a 6-inch reflector; a reflecting telescope with 8-inch mirror and altazimuth mounting; a meridian circle telescope of 3¾-inch aperture; a zenith telescope of 2¼-inch aperture; a spectrohelioscope; an astrographic mounting provided with two 4-inch Ross lenses and a 4-inch guiding telescope; sidereal clocks, a chronograph, and other instruments. The astronomical library is housed in the Observatory.

HENRY S. DRINKER MUSIC CENTER, located in the former home of William Wistar Comfort, provides offices, classrooms, and practice facilities for the music department, and houses the college's record collection and music library. The larger concerts are held in Roberts Hall where a Steinway Grand and a Schlicker portable pipe organ are at the disposal of artists.

The Library

The Haverford College Library is planned and developed with the primary purpose of providing the intellectual resources of books, periodicals, and pamphlets needed to sustain the work of the academic curriculum. Most of the volumes have been selected by the teaching faculty, and, with the

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exception of some special collections described below, the books and periodicals are all on open shelves and readily accessible for over one hundred hours a week during the college year. In the administration of the Library, the aim is to bring the resources of the book collection as effectively as possible into the academic life of the college.

Beyond this primary purpose, the Library seeks through several collections to provide opportunities for independent research in certain fields. Most notable of such collections is the Quaker Collection, which attracts many visiting scholars each year. The Government Depository and International Documents Collections provide extensive resources for independent study in the social sciences, and there are further collections of autograph material, orientalia, and particularly of Renaissance literature offering similar research opportunities in other fields.

The Haverford Library contains about 235,000 volumes, and receives about 1175 periodicals and serials. It is an academic library, planned and operated for the students and faculty of the college, but welcomes alumni, members of the Library Associates, and residents of the Haverford community who wish to consult materials not readily available in public libraries. Because of limited seating capacity, however, special rules govern applications by secondary school students for permission to use the Library. The Library is open on weekdays from 8:00 A.M. to midnight, and on Sundays from 1:00 P.M. to midnight. (Treasure Room: Weekdays—9:00 A.M. - 5:00 P.M.; Sundays 1:00 - 5:00 P.M.). Special hours are arranged for vacation periods.

The Library building, the first portion of which (the present north wing) was built in 1863, has grown by five successive additions. In December 1952 the original north wing was renovated in memory of William Pyle Philips, and now forms a bright and comfortable room for quiet study. There are also four special reading rooms in the building:

GUMMERE-MORLEY MEMORIAL READING ROOM, decorated and equipped by the Class of 1892, provides a reading and browsing room for Haverford students.

MICROMATERIALS READING ROOM, equipped with microfilm and micro-print readers and a microfilm file of *The New York Times* from 1930 to the present.

RUFUS M. JONES STUDY, a replica of Rufus Jones' own study, with his own books and furniture, is used for seminar classes in philosophy as well as for quiet reading.

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TREASURE ROOM, provided through the generosity of Morris E. Leeds of the Class of 1888, contains the Quaker Collection as well as other rare books and special collections.

Special Collections

THE QUAKER COLLECTION, containing approximately 22,000 books and 50,000 manuscripts and documents, maps, and pictures of interest to the Society of Friends, provides a repository for Quaker literature in the United States, and makes Haverford a vital center for the study of the history and philosophy of Quakerism. The unique nucleus of this collection is *The William H. Jenks Collection of Friends' Tracts*, mostly of the seventeenth century, which numbers about 1500 separately bound titles.

THE RUFUS M. JONES COLLECTION ON MYSTICISM contains almost a thousand books and pamphlets from the fifteenth century to the present day.

THE TOBIAS COLLECTION OF THE WRITINGS OF RUFUS M. JONES is practically complete. It consists of 168 separate volumes and 16 boxes of pamphlets and extracts.

THE CHARLES ROBERTS AUTOGRAPH COLLECTION contains more than 20,000 items, embracing autographs of the signers of the Declaration of Independence, authors, statesmen, scientists, ecclesiastics, and monarchs, and also several series of valuable papers on religious and political history.

FRENCH DRAMA OF THE ROMANTIC PERIOD, a collection of several hundred popular plays produced in Paris between 1790 and 1850. The collection was presented to the college by William Maul Measey.

THE CHRISTOPHER MORLEY COLLECTION OF AUTOGRAPHED LETTERS comprises about 200 letters and memoranda selected by Mr. Morley from his correspondence files. Over one hundred contemporary authors are represented.

THE WILLIAM PYLE PHILIPS COLLECTION contains rare books and manuscripts, mostly of the Renaissance period. Among the treasures of this collection are first editions of Dante, Copernicus, Spenser, the King James Bible, Milton, Newton, and the four folios of Shakespeare.

THE HARRIS COLLECTION OF ANCIENT AND ORIENTAL MANUSCRIPTS contains over sixty Hebrew, Latin, Arabic, Syriac, and Ethiopian rolls and codices collected by J. Rendel Harris.

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Affiliations

Haverford maintains a cooperative arrangement with Bryn Mawr and Swarthmore whereby the facilities of the libraries of all three colleges are open to the faculty and students of each of the colleges.

THE PHILADELPHIA BIBLIOGRAPHICAL CENTER AND UNION LIBRARY CATALOGUE, the largest regional cooperative catalogue in America, enables users of the Haverford Library to locate books in over one hundred and seventy libraries of the Philadelphia area.

LIBRARY ASSOCIATES is an organization of graduates and friends of the college, devoted to increasing the usefulness of the Library. It serves to bring the facilities of the Library to wider notice and to make them available; to encourage the making of gifts to the Library; and to aid in the use of the Library for exhibition purposes. Also, it sponsors occasional talks on Sunday afternoons on matters of interest to friends of the Library. Inquiries should be addressed to The Library, Haverford College.

Art Collection

A permanent art collection, including paintings and drawings by Homer, Inness, Pintorricchio, Sargent, and Whistler, is displayed in the Library.

Temporary exhibitions of paintings, drawings, and photographs are held from time to time at the college.

Framed reproductions of outstanding paintings and a few originals are available for loan to students at the beginning of each semester.

Music

In addition to a considerable collection of music scores, including the complete works of several composers, the special equipment of the music department consists of several pianos and a collection of scores, books, and phonograph records presented in 1933 by the Carnegie Corporation. This record collection, housed in The Henry S. Drinker Music Center, has served as the basis for further acquisitions which are used for teaching and study purposes.

HAVERFORD COLLEGE FRIENDS OF MUSIC is an association of friends and neighbors of the college and faculty members, who, in cooperation with the music department, arrange a series of chamber music concerts which are held three or four times a year on Sunday afternoons in the Common Room.

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Residence Halls

Dormitories include FOUNDERS HALL, which in addition to a number of living units also includes the college dining hall, a few faculty and administrative offices, three classrooms, and suites for visiting guests; BARCLAY HALL, which houses mostly freshmen; LLOYD HALL, and LEEDS HALL. A new dormitory, which will house 129 students, is currently under construction and is scheduled for completion early in 1965.

Spanish-, German-, and French-speaking students may reside in WILLIAMS HOUSE, YARNALL HOUSE and FRENCH HOUSE, respectively, thus gaining an opportunity to live in close association with others specializing in these fields. One other residence, near but not on the campus, is SCULL HOUSE, with room for about 20 students.

Athletic Facilities

Haverford's old GYMNASIUM was supplemented in 1957 by ALUMNI FIELD HOUSE, which affords capacious facilities for indoor athletics and has proved its value in the college's extensive program for physical education. Walton Field, where football games and track meets are held, has stands capable of seating 2000 spectators. Around the field is a quarter-mile track with a 220 yard straight-away. In addition, varsity soccer matches are played on '88 Field, varsity baseball games are played on '22 Field, and cricket is played on Cope Field. The college has 15 tennis courts, six of them all-weather, a skating pond, a cross country course, and several practice fields which are also used for intramural sports.

Other Buildings

Administration offices are located in ROBERTS HALL, an impressive columned building at the center of the campus, which also contains an auditorium large enough to seat the whole student body and a substantial number of guests. Other offices are maintained in WHITALL. The UNION provides facilities for the campus radio station, a snack bar, student lounges, and the College Bookstore.

MORRIS INFIRMARY, presented by John T. Morris of the Class of 1867, houses a clinic, emergency treatment room and facilities for bed care of 10 patients, including an isolation ward for contagious diseases. It has its own kitchen and accommodations for a resident nurse.

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Location

Located ten miles west of Philadelphia on the "Main Line," Haverford is fortunate to have the extensive cultural, scientific and industrial facilities of the Greater Philadelphia area close at hand. Within a half hour's drive there are some 20 other colleges and universities. Haverford Station, on the Pennsylvania Railroad between Ardmore and Bryn Mawr, is 20 minutes from the center of the city. The campus fronts on famous Lancaster Pike (U.S. 30), a few miles from the Pennsylvania Turnpike. It is approximately two hours by train from New York or Baltimore and less than three hours from Washington.

The campus, landscaped and park-like in appearance, provides a beautiful natural setting. The ARBORETUM and WOOLMAN WALK, the latter the gift of the late Edward Woolman, '93, contain a wide variety of woody plants, both indigenous and exotic, thus permitting direct observation and study by students of the natural sciences. MARY NEWLIN SMITH MEMORIAL GARDEN, which adjoins the south side of the Library, while primarily developed as a decorative feature, contains a wealth of flowering shrubs of interest to the botanist.

ADMISSION

The policy of Haverford College is to admit to the freshman class those applicants who, in the opinion of the Committee on Admissions, are best qualified to profit by the opportunities which the college offers and at the same time to contribute to undergraduate life. Due regard is given not only to scholarly attainment, as shown by school record and examination, but also to character, personality, and interest and ability in important extra-curricular activities.

Whenever practicable, the college will expect the candidate to have a personal interview with the Director of Admissions or another administrative officer. Every applicant should realize that, in view of the limited enrollment, he is entering a competition for admission to a carefully selected and comparatively small student organization. On the basis of all information available — school record, class standing, College Board reports, evidence touching on character and personality — the application will be accepted or rejected, and the decision of the Committee on Admissions is final. Preference will be given to those with superior records and credentials rather than to those with mere priority of application.

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Students who are accepted will be admitted without conditions. Those who on entrance show marked proficiency in certain subjects will be permitted to take courses usually not open to freshmen; in such cases, however, the number of courses required for a degree will not be diminished.

Each applicant must submit his school record and a certificate of character signed by his school principal. The preparatory course should include as a minimum four years of English, three years of mathematics including two years of algebra, three years of one foreign language (in preference to two years of two languages), a laboratory science, and a course in history or social studies. Additional courses in foreign language, mathematics, science, social studies and history will be dictated by the interests of the candidates.

Each applicant for admission must take the Scholastic Aptitude Test and three Achievement Tests of the College Entrance Examination Board. The English Composition Test is required, but a candidate may choose the other two tests. If there is any doubt about the choice of the two tests he should consult the Director of Admissions. Applications involving divergence from the normal procedure must be discussed in detail with the Director of Admissions.

Applications for admission should be submitted early in the candidate's senior year. The application must be accompanied by a check or money order for \$10.00 drawn to the order of Haverford College to cover the application fee, which is not refundable. Upon receipt of the application, the college will send a school record form to the candidate for completion by the school officials.

Candidates are encouraged to visit the college for an interview. The Office of Admissions is open from 9:00 A.M. until 4:30 P.M. on weekdays and from 9:00 A.M. until noon on Saturdays. The office is closed on Saturdays during the summer. Arrangements should be made in advance for an appointment.

Information Concerning College Entrance Board Tests

The College Entrance Examination Board will offer examinations on each of the following dates during the academic year 1964-65.

Saturday, December 5, 1964—Scholastic Aptitude Test and Achievement Tests.

Saturday, January 9, 1965 —Scholastic Aptitude Test and Achievement Tests.

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Saturday, March 6, 1965 — Scholastic Aptitude Test and Achievement Tests.

Saturday, May 1, 1965 — Scholastic Aptitude Test and Achievement Tests.

Wednesday, July 14, 1965 — Scholastic Aptitude Test and Achievement Tests.

The *Bulletin of Information*, distributed without charge by the College Entrance Examination Board to all secondary schools that present candidates for the tests, contains rules regarding applications, fees, reports, and the conduct of the tests; lists of examination centers; and an application. This application may be used for any College Board administration involving the SAT and Achievement Tests. Additional applications will be available at the schools for students needing more than one. Booklets describing the tests and giving sample questions, explanations, and answers, as well as score interpretation booklets for counselors and students, are also distributed in quantity to secondary schools without charge.

Candidates should make application by mail to the College Entrance Examination Board, Box 592, Princeton, N. J. Students who wish to take the examinations in any of the following States, territories, or foreign areas should address their inquiries and send their applications to College Entrance Examination Board, P. O. Box 27896, Los Angeles 27, California:

Alaska	Nevada	Province of Alberta
Arizona	New Mexico	Province of British Columbia
California	Oregon	Province of Manitoba
Colorado	Utah	Province of Saskatchewan
Hawaii	Washington	Republic of Mexico
Idaho	Wyoming	Australia
Montana	Northwest Territory	Pacific Islands including
	Yukon Territory	Japan and Formosa

Early Decision

Students whose first choice is Haverford may apply under an early decision plan. Those applying on this basis must submit their application before November 1. Additional information may be obtained from the Director of Admissions.

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Transfer Students

A few transfer students are accepted each year. Since each applicant for transfer is considered as a special case, no fixed requirements are specified. An undergraduate who is applying for transfer should provide the Admissions Office with a transcript of his secondary school record and a transcript of his college record. If he has taken College Entrance Board Tests, he should arrange to have these scores sent to Haverford. He should submit a letter of recommendation from a responsible official of the college last attended. If these credentials appear satisfactory, the applicant will be invited to Haverford for an interview.

Advanced Standing

An adequately qualified student may be permitted to omit an introductory course in college and proceed directly to work at the intermediate level in that subject. Several departments give placement examinations to determine these qualifications; other departments use less formal means. Students who have taken courses in high school under the Advanced Placement Program may take tests in these subjects given by the College Entrance Examination Board each May. Students who do well on these tests may be given advanced placement or college credit or both. Credit may also be granted for work done at another college prior to entrance here. To be considered for such credit, a student must arrange for the transcript of the work to be sent to Haverford.

FINANCIAL ARRANGEMENTS

Housing

The residential nature of the Haverford campus is an integral part of its educational philosophy. Therefore students, with the exception of those who are married or are living at home, are normally expected to live on campus.

Entering freshmen are assigned the rooms available after the other classes have made their choice. New students will be notified of their housing assignments prior to their arrival on campus in September. The choice of rooms by other students is governed by established rules.

A deposit of \$35 is required of all new students at the time they are notified of their admission. A similar deposit is required also of those students who have not been in attendance at the college during the immediately

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preceding semester. This amount will be deducted from the bill for the following year. If the student fails to present himself at the beginning of the semester for which he has been enrolled, the deposit will be forfeited.

Students are expected to treat college property with the same consideration as their own. A student is held financially responsible for any damage to his room.

Expenses

The tuition charge for all regular students is \$1775.00 for the academic year. Tuition for special students is \$250.00 per course, per semester. The Residence Fee is \$900.00 per year. The payment of a Unit Fee of \$135.00 per year makes it possible for the student to participate in any campus organization without an additional fee.

The Residence Fee covers board and room charges when college is in session; under the latter are included heat, electric light, weekly service, and the use of necessary bedroom furniture, i.e., a bureau, table, chair, study lamp, and a bed, the linen for which is furnished and laundered by the college. Students will supply their own study furniture, blankets, and towels.

The Unit Fee includes the following: Student activities fee, admission to Art Series, laboratory fees, health fee, accident insurance (a maximum of \$1000.00 within one year of each accident), diploma, and psychological tests when required by the college.

There are four scheduled vacation recesses during the school year: Thanksgiving, Christmas, mid-year recess, and spring vacations. With minor exceptions student services and facilities and academic facilities are closed or drastically curtailed during vacation periods.

The college requires that bills rendered August 15 and January 15 for the following semester's tuition, board, room, unit fee, and deposits be paid in full before the beginning of the semester.

In order to avoid last minute congestion, it is suggested that bills be paid by mail in advance.

A non-refundable fee of \$10.00 is payable when application for admission is presented.

When a special diet is required for medical reasons, and approved by the College Physician, a charge of \$1.50 weekly will be made, but this charge may be increased if the special foods required are unusually expensive.

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The college requires freshmen to pay a fee of \$20.00 toward the cost of the orientation week.

The college requires a \$100.00 deposit to cover the cost of books and any other incidental charges which may arise during the school year. Each incidentals account must have a balance, on June first, adequate to cover all final charges. At intervals during the year, a bill for the actual charges made will be sent to the student. If this bill, or any other indebtedness, is not paid by the end of the semester, credits will not be granted for the work performed. Any unspent balance is refunded at the end of the academic year.

No reduction or refund of the tuition charge will be made after the first two weeks of any semester. If a student withdraws before the completion of the first two weeks, there will be a complete refund of his tuition. In case of withdrawal or absence due to illness, full refund of the Residence Fee cannot be made, since overhead expenses continue. However, if a student withdraws more than four weeks before the end of a semester, or is absent because of illness for four weeks or more, a partial refund of the Residence Fee, in the amount of \$10 for each week of absence, will be made. The unit fee cannot be refunded for any reason.

College Responsibility

The college is not responsible for loss due to fire, theft, or any other cause. Students who wish to take out fire insurance may apply for information at the Office of the Comptroller.

Monthly Payments

Parents who prefer to pay tuition and other fees in monthly instalments may do so through the Bryn Mawr Trust Company. Details of this plan, including charges for financing, may be obtained from the Comptroller.

FINANCIAL AID

Students at Haverford pay only a portion of the entire cost of their education, since endowment income covers 50 percent of it. Nevertheless it must be recognized that the student bill is a considerable sum. Fortunately, the college has many resources to aid in meeting expenses. As a result, no able and responsible student who is seriously interested in Haverford should hesitate to apply because of financial reasons.

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The main sources of financial aid are described below. A more detailed discussion of the problem is described in a separate booklet entitled *Financial Aid at Haverford*.

Scholarships

Scholarships are awarded on a basis of merit and individual need. While no scholarship is given for more than one year, it is the practice to continue the scholarship if a student's scholastic performance has been satisfactory and his need continues.

No scholarship will be given to a student whose academic standing is unsatisfactory.

No scholarship will be given to a student whose previous college bill has not been paid in full.

Candidates for freshman scholarships must file a financial statement with the College Scholarship Service, Princeton, N. J., before January 15th. Copies of the form to be used may be obtained from the applicant's high school or from the College Scholarship Service.

Students enrolled at the college must submit all preliminary correspondence and applications for undergraduate scholarships for 1965-66, together with supporting letters from parents or guardians, to Vice President MacIntosh before April 15, 1965.

It is assumed that requests for scholarships will not be made by those whose expenses can be met by their parents or from other sources.

CORPORATION AWARDS—Four Corporation Scholars will be chosen in the senior, junior and sophomore classes. The selection will be made on the basis of the highest general averages for the preceding year. Each Corporation Scholar will be awarded \$50.00. No application for these awards is necessary.

ENDOWED SCHOLARSHIPS—Included in the college's endowment are a number of funds designated especially for scholarships. A list of the endowed scholarships appears on pages 131-136 of this catalog.

GENERAL SCHOLARSHIPS—In addition to the endowed scholarships, a general scholarship fund is available. Scholarships awarded from this fund will vary in size and number according to the need of the applicant.

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Student Loan Funds

Loan funds are available for students in good standing who demonstrate financial need.

Haverford College does not participate in the NDEA Loan Program, but has established a College Loan Fund which is similar in most important respects. Any member of the student body who qualifies may borrow up to \$1000 a year under this plan.

Short-term loans are available for emergencies. They are limited to \$300 a year, carry no interest charge, and are repayable within the academic year.

Requests for information on loans should be addressed to the Admissions Office.

Student Aid

In addition to the Student Loan Fund and to scholarship help, the college offers students the opportunity to work at standard rates in the Library and as clerical assistants to faculty and administrative officers of the college. The program of Student Aid is administered by the Dean of Students.

FELLOWSHIPS AND PRIZES

THE CLEMENTINE COPE FELLOWSHIP was established in 1899. The income is applied to "assisting worthy and promising graduates of Haverford College in continuing their studies at Haverford or at some other institute, in this country or abroad, approved by the Board of Managers. Candidates shall be nominated by the College Faculty to the Board of Managers."

The Faculty will nominate a First Cope Fellow and a Second Cope Fellow whose individual stipends, not to exceed \$1,000, will be determined by the Board.

Letters of application for the Clementine Cope Fellowship must be in the hands of the President not later than March 1, accompanied by whatever statements of extracurricular activities the candidates consider relevant.

AUGUSTUS TABER MURRAY RESEARCH SCHOLARSHIPS were established in 1964 "in recognition of the scholarly attainments of Augustus Taber Murray, a distinguished alumnus of Haverford College, of the class of 1885."

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The scholarships are awarded in English literature or philology, the Classics, German literature or philology (in order of preference) to students who have received the bachelor's degree from Haverford College, and shall be awarded for the purpose of study in other institutions toward the degree of Doctor of Philosophy, or such degrees as may in the future correspond to that degree. In making the awards the college will take into consideration the candidate's promise of success in graduate work and the availability of other financial assistance in the candidate's proposed field of study.

The scholarships shall be awarded only to unmarried men; they may be awarded to the same student for two or three years in succession, but not longer than three years. Ordinarily one scholarship will be awarded each year and the stipend will be \$900. In years when finances permit, two scholarships may be awarded.

Letters of application for the Augustus Taber Murray Scholarships must be in the hands of the President not later than March 1, accompanied by whatever statements of plans the candidates consider relevant. The faculty of the college will select the Augustus Taber Murray Research Scholars.

PRIZES of various kinds are awarded by the college for excellence or special achievement in specific areas of accomplishment, both academic and non-academic. Descriptions of these prizes and rules governing their award are given on pages 137-140 of this catalog.

Honor Societies

PHI BETA KAPPA.—The Haverford College Chapter of the Phi Beta Kappa Society of America was chartered in 1898 as Zeta of Pennsylvania. Election of members-in-course, Alumni members, and Honorary members, based upon scholarly attainment and distinction, takes place at the end of the academic year. *President*: Raymond T. Ohl, '21; *Vice-President*, John F. Gummere, '22; *Secretary*, Harry W. Pfund, '22; *Treasurer*, Holland Hunter, '43.

FOUNDERS CLUB.—The Founders Club was established in 1914 as a Haverford organization of students, alumni, and faculty. Election to its membership is recognition of a sound academic record combined with noteworthy participation in extracurricular activities. Undergraduate elections are usually limited to the junior and senior classes. *President*: Arthur W. Leibold, '53; *Vice-President*, George E. Ruff, '49; *Secretary*, James S. House, '65; *Treasurer*, Stephen R. Miller, '49.

CURRICULUM

Haverford is a liberal arts college. Its curriculum is designed to develop in its students the capacity to learn and understand, and to make sound judgments based on knowledge and on thought. The requirements for the degree insure the exercise of these skills in each of the broad fields of human knowledge, and their subtler development in a single field of concentration.

Bachelor's Degree

To graduate from Haverford College a student must complete successfully four years of academic work and three years of Physical Education (part of which may be replaced by work in the Arts and Service Program). Credit for a year of academic work is given to a student who has passed five courses for each of two semesters with an average of at least 60 for the freshman year, 65 for the sophomore year, and 70 for the junior and the senior years. Among the courses taken, the student must include Freshman English, the courses required for his Major department, and, during the first three years, those required under the limited electives program (see below). In each course which is required as a part of his Major program, a student must achieve a minimum grade of 65. He must also include course 100 in his Major department during the second semester of the senior year, at the end of which he must take the Major examination in that department, and receive in it a grade of at least 70. The degree normally conferred upon all candidates meeting these requirements is that of Bachelor of Arts. Upon request by the candidate and approval by the department concerned, however, the Bachelor of Science degree will be granted to men majoring in natural science, mathematics, or engineering.

Course Intensification

Each student is required to enroll in five courses each term as described above, since the college believes that wide diversity of course experience is an important part of a Haverford education, but the college also recognizes that students may sometimes profit from the opportunity on occasion to work more intensively on a smaller number of subjects. Therefore, with the approval of his adviser, a student may, if he wishes, effect reduction in the number of different subjects he is studying at any time except in his freshman year by registering, with the instructor's permission, for double credit in one, and in unusual cases, more than one of his courses. In a double credit course the student undertakes an approved program of independent study in conjunction

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with a regular course or a project course and submits a paper or passes an examination based on his independent work. Such independent work is not suitable in all subjects and the instructor of the course must be the final judge of whether or not it should be attempted. In unusual cases, a student may apply to the Academic Standing Committee for permission to pursue a program of less than five subjects without enrolling in a double credit course.

Limited Electives

To ensure breadth of distribution, every student is required to take a certain number of courses in each of four designated areas of study. This requirement must be satisfied before a student can be admitted to senior standing. Exception may be made by agreement between the Major Supervisor and the Dean. The requirements are as follows:

1. **FOREIGN LANGUAGES:** Students whose native language is English are required to pass at least one full-year course in a foreign language above the elementary grade. For the purpose of this requirement all first year foreign language courses are considered as of elementary grade. Ordinarily this requirement shall be satisfied by the end of the sophomore year.

At the time a student is admitted to a department his Major adviser, in consultation with the student and his language instructors, shall make a decision as to whether the student's projected upperclass work and special interests require him to pursue additional language study and if so what study is required.

2. **HUMANITIES:** Division of courses into (a) and (b) categories is designed to assure that each student will have experience in the two areas: philosophic and religious, and literary and aesthetic. While recognizing that each humanities course may have some elements of both areas, the faculty has agreed that the desired objectives can be reached by requiring that each student shall pass two semester courses in each of the following categories (a) and (b):

- (a) Humanities 21-22; all courses in Philosophy except 16, 31, 32, 36, and 42; all courses in Religion.
- (b) All courses in Classics numbered above 14; all courses in English numbered above 16, except English 40; all courses in French numbered above 22; all courses in German numbered above 14, except German 22; all courses in History of Art and in Music; Russian 201, 203 (at Bryn Mawr); all courses in Spanish numbered above 14.

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3. NATURAL SCIENCES AND MATHEMATICS: The requirement may be met by passing four semester courses chosen from:

Astronomy, Biology, Chemistry, Mathematics, Physics,
Geology 101a, 101b* and Physical Science 36.

At least one of the four semester courses must be a laboratory course. Excluded from the category of laboratory courses are Biology 12, Physical Science 36, and all courses in the department of mathematics.

4. SOCIAL SCIENCES: The requirement may be met by passing four semester courses from at least two departments in the social sciences: Economics, History, Political Science, Sociology, Psychology (limited to Psychology 11, 12, 22, 23, 32). Included must be at least one of the following courses, which contain contemporary, quantitative materials not normally treated in secondary schools: Economics 11, 12, Political Science 11, 14, Psychology 11, 12, Sociology 11. This requirement may not be met solely with courses listed and crosslisted in a single department.

Courses listed jointly under history and English, or history and Classics, may be used in meeting the Social Science requirement or the Humanities (b) requirement, but not both. Neither Religion/History 27, 28 nor Religion/History 40 may be counted toward the Social Science requirement.

Courses taken in Summer School will not normally be accepted as satisfying limited elective requirements.

Free Electives

A number of courses sufficient to bring the total to forty semester courses shall be chosen by the student in consultation with his Faculty Adviser, with the understanding that the college reserves the right, through the Adviser and the Dean, to prevent unreasonable combinations of courses.

Non-Academic Electives

Three terms of physical education or of courses in the Arts and Service Program are required of each freshman, sophomore, and junior, as described on pages 93-94 and 117-119. These courses must be taken in addition to the 40 semester courses of academic work required for a degree.

* Geology is offered at Bryn Mawr College. In order for a student to take courses at Bryn Mawr, he must meet the requirements as stated on page 47 of this catalog.

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Major Concentration

A student may elect to major in any one of the following departments: Astronomy, Biology, Chemistry, Classical Archaeology (Bryn Mawr College), Classics, Economics, Engineering, English, French, Geology (Bryn Mawr College), German, History, History of Art (Bryn Mawr College), Italian (Bryn Mawr College), Mathematics, Music, Philosophy, Physics, Political Science, Psychology, Religion, Russian, Sociology and Anthropology (at Bryn Mawr College if emphasis is on Anthropology), Spanish.

Definite requirements are stated under the name of each department on pages 53-116. During the fourth semester of his attendance each student should confer with the Major Supervisor of the department in which he wishes to major, and apply to him for written approval of a program of courses for the last four semesters. Such a program must provide for the completion, by the end of the senior year, of approximately twelve semester courses, or the equivalent, at least six of which must be in the Major department and the others in closely related fields. Should the student's application be rejected by all departments in which he is interested, he should consult the Dean. Failure to file with the Dean, before the date specified on the College Calendar, a copy of his Major Program signed by his Major Supervisor, will entail a fine of \$5. Any student who continues delinquent in this matter, unless he is excused by the Dean, will be debarred from the final examinations in his fourth semester. Should the student's application be rejected by all the departments to which he applies, he will not be promoted.

A student who applies for permission to become a Major in any department may be rejected for *scholastic reasons only*. The college rule on this point is:

If, at the time specified for application, the average of the grades obtained by a student in the "preliminary courses"* of any department is 75 or above, the student will be accepted by that department.

If the average of the grades obtained in these courses is below 70, the student will be accepted in that department only under exceptional circumstances.

If the average of the grades obtained in these courses is 70 or above,

* "Preliminary courses" are any courses the student may already have taken in the department to which he is applying. If the applicant has not already taken any courses in that department, the department may name courses in other departments which are to be regarded as "preliminary."

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but below 75, the decision will be at the discretion of the Major Supervisor.

A student who has been formally accepted as a Major by any department has the right to remain as a Major in that department as long as he is in college. Should he wish to change from one department to another after the beginning of his fifth semester, the change can be made only with the consent of the new Major Supervisor and the Dean.

Each senior must take a special Major comprehensive examination (written, oral, or both) during the period scheduled for such examinations. The purpose of this examination is to promote the student's comprehension, integration and application of the knowledge acquired in the field of his major concentration, and to secure evidence of this achievement. The passing grade for this examination is 70. In case of failure, a candidate may, with the permission of his Major Supervisor, present himself for re-examination at a date (to be determined by the Major Supervisor) later than Commencement Day of the current year.

If the re-examination is taken one year later, during the regular period of Major examinations, there is no fee. But if the candidate applies for re-examination at an earlier date (involving the preparation of a special examination for one individual), and if the request is granted, the fee is \$25.

As special background for the comprehensive examination a senior shall engage in a period of study, technically called course 100, in his department of concentration during the semester preceding that examination. This period of study shall be counted as one of the five courses normally carried by the student during his final semester. Evaluation of the work in course 100 may be included in the grade earned by the student in his comprehensive examination.

In case of failure of the comprehensive examination a student does not necessarily repeat the term work of course 100, but follows the application procedure for re-examination as indicated above. A student may not take more than two re-examinations in the field of his Major concentration.

Students taking Majors under the supervision of Bryn Mawr College will note that their course 100 may extend over more than one semester; if this is the case, credit for two courses at Haverford will be granted if the work in each semester of this course is satisfactory.

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Examinations in courses in the Major subject taken in the last semester of the senior year may be omitted at the discretion of the Major Supervisor.

Courses taken in Summer School will not satisfy Haverford course requirements for the Major unless prior written approval is granted by the Major Supervisor.

A student who has demonstrated unusual maturity and who has special interests and abilities may be permitted to arrange an *interdepartmental Major*. The program of courses, the nature of the 100 course, and the nature of the comprehensive examination for an interdepartmental Major are to be worked out in advance (that is, when the Major is selected) by the student, with permission of the Dean, in consultation with and subject to the approval of the chairmen of the departments concerned, one of whom will be designated as Major Supervisor for that student.

In rare cases, and only for high ranking students, a *double Major* may be arranged, in which the student takes the complete Major in each of two departments. In order to take a double Major, a student must receive permission from the Dean as well as from the chairman of each of the departments concerned.

Freshman Program

Each freshman, on entering the college, is assigned to a faculty member as adviser. Unless the student or the adviser requests a change, the student keeps the same adviser until he chooses a Major near the end of the sophomore year, when the chairman of the Major department becomes his adviser. Assignment of advisers for incoming students is made by the Dean, on the basis of the best evidence available to him. If the student finds another faculty member whom he would prefer to have as adviser, he is urged to inform the Dean of this preference, so that, if possible, the change can be made.

The faculty adviser is instructed to advise each of his freshmen advisees on a plan of study suited to his special needs; however, the faculty requires that English be taken throughout the year and strongly recommends that in all usual cases the remaining four courses in each semester be: one course in language, one course in the area of social science, one course in the area of natural science and mathematics, and one additional course.

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The courses open to freshmen are numbered 11 to 20 in the section on Courses of Instruction. If he is qualified, a freshman may be permitted by the department concerned and by the Dean to take more advanced courses.

A series of standard tests is administered to all entrants within the first few days of the first semester. These tests are helpful in guidance and counseling.

Each freshman's capacity for oral expression is considered early in the academic year, and further training in speech is given to those who need it, as well as to any others who may request it.

Developmental Reading

A program of developmental reading, under the direction of Mr. F. D. Comfort, offers an opportunity for students to improve their reading and study proficiency. Few students, if any, have realized their real potentiality in this field. Through a series of conferences, and possibly some group sessions, methods of developing higher level reading skills are explored and practiced. Any student who is willing to concentrate upon it, while reading for his various subjects, will find that he can increase his speed and comprehension. Also, by giving thought to the different purposes of reading, and practicing methods appropriate to each purpose, he may increase his adaptability, making each type of reading more effective.

Preparation for Professions

A large number of Haverford College students plan, after graduation, to enter upon further courses of study. As a liberal arts college, Haverford arranges its curriculum so that students who have such plans are able to meet the entrance requirements of graduate and professional schools. The college does not, however, attempt to anticipate in its own curriculum the work of any graduate or professional school. It is the conviction of the faculty that the best preparation for graduate work is a liberal education, with sound training in basic disciplines, to which more specialized training may later be added.

A student who intends to go to a professional school is free to choose his major in accord with his principal abilities and interests, since professional schools, such as those of business administration, education, law, medicine, or theology, usually accepts students on the basis of merit regardless of their choice of Major and, except in the case of medical schools, without specific

THE COLLEGE AND ITS PROGRAM

course requirements. The requirements of most state boards of medical licensure are such that all students who hope to be admitted to a medical school must take two semester courses, each of which must include laboratory work, in biology (usually Biology 11 and Biology 21 or 22), Chemistry 13, 14 (or 15, 16), 25, 26, and Physics 13, 14.

Students who plan to go to professional schools should seek advice as early as possible from appropriate faculty members as follows: business administration, Mr. Teaf; education, Mr. Lyons; engineering, Mr. Hetzel; law, Mr. Diamant; medicine, Mr. Cadbury; theology, Mr. Slater.

If a student plans to do graduate work in a departmental subject, such as economics, mathematics, history, etc., he should consult as early as possible with the chairman of the department at Haverford which most nearly corresponds to the department in which he plans to work in graduate school. This adviser will be able to guide him in his selection of courses, his choice of Major (which will not *necessarily* be in the department of his intended graduate study), and other questions which may have bearing on his future.

Law schools, medical schools, and some graduate schools require applicants to take special admission tests. Arrangements for taking these tests are the responsibility of the student concerned; he can obtain information about them from the faculty members mentioned above.

Regulations

Conflicting Courses

A student is not allowed to elect conflicting courses, except with the permission of the Dean and the two instructors concerned.

Additional Courses

Although the normal load is five courses each semester, a student who desires to do so may take additional work upon approval of his adviser and the Dean. Such approval will not normally be granted to freshmen, but will usually be granted to a sophomore, junior, or senior who requests it, if his average for the preceding semester was 80 or above. There is no charge for a sixth course taken by a student in full standing, but a fee of \$40.00 is charged for a sixth course taken to make up a deficiency.

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Audited Courses

A student who wishes to audit a course should obtain the permission of the instructor. No charge is made for auditing.

Course Changes

Courses may be changed during the first week of each new semester. During that time students are free to make changes after consultation with their advisers and the Dean.

Changes will not be permitted later except in cases where the student is known to be an excellent student and where he receives the consent of the professor to whose course he is changing and of his adviser and of the Dean.

Special Cases

Whenever a student gives proof of special abilities, the college is prepared to lay aside such requirements of the normal program as stand between him and the development of his gifts.

The Committee on Academic Standing is empowered to act on requests for exceptions to any of the academic regulations.

Evaluation of Academic Performance

The instructor in each course submits at the end of each semester a numerical grade for each student. A grade of "c.i.p." (course in progress) may be submitted at midyears for senior research courses which run throughout the year, and for certain other year courses, as agreed on by the instructor and the Dean, and so announced at the beginning of the course.

Passing grades at Haverford range from 60 to 100 inclusive. Failing grades range from 45 to 59 inclusive (the lowest grade given to a student who completes a course is 45). The grades obtained by each student are averaged together to give evidence of his overall performance during that semester. If a student drops a course, or is required by his instructor to drop it, the grade is recorded as "dr" and averaged as 40, except that if the drop is permitted by the Dean for reasons, such as illness, beyond the student's control, it is recorded as "w" (withdrawn) and is not included in computing the average.

The Committee on Academic Standing reviews students' records at intervals, and has authority to drop students from college, or to set requirements

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for additional work in cases of students whose work is unsatisfactory. As a rule, the committee will drop from college freshmen who do not receive the required minimum average of 60, sophomores whose averages are below 65, and juniors and seniors whose averages are below 70. However, any student whose record is such as to justify the belief that he is not availing himself of the opportunities offered by the college may be dropped.

In a year course in which the work of the second semester depends heavily on that of the first, a student who fails the first semester but nevertheless is allowed to continue may receive credit for the first semester (although the grade will not be changed) if his grade for the second semester is 70 or above, provided that the instructor in the course states in writing to the Registrar at the beginning of the second semester that this arrangement applies.

A student who, because of special circumstances such as illness, receives a low grade in a course, may petition his instructor and the Dean for a special examination. If the request is granted, and the student takes the special examination, the grade in that examination will replace the grade originally received in the mid-year or final examination in computing the final grade for that course; the new course grade will be entered in place of the old on the student's transcript, and the semester average will be revised accordingly.

In some circumstances a student may be permitted by the Dean to drop a course, or to take less than the normal load, and thus does not receive grades for the full five courses. The Committee on Academic Standing will review all such cases, and will specify what work the student must perform to be restored to full standing. Similarly, in the case of a student who wishes to accelerate, this committee will specify conditions under which credit for an extra semester's or year's work will be granted.

Intercollegiate Cooperation

Because of the cooperative relationship among Bryn Mawr College, Haverford College, Swarthmore College, and the University of Pennsylvania, full-time students of any of these four institutions may, upon presentation of the proper credentials, enroll for courses in another institution of the group without additional expense.

Students desiring to take advantage of this arrangement must obtain the permission of the Dean. This permission is not granted to freshmen, and is not usually granted to a student whose general average for the preceding semester has been less than 80, but the requirement of an 80 average may

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be waived if the course at the other institution is necessary for the student's Major. Permission is not granted to take a course elsewhere which conflicts with required appointments at Haverford. Permission is not granted if an equivalent course is offered at Haverford, except that, if taking the course elsewhere will resolve a serious schedule conflict, the Dean, with the consent of the department offering the equivalent course, is empowered to make an exception.

Junior Year Abroad

Well-qualified students who request it may be granted permission to spend the junior year studying in a foreign country. Such permission will require approval of the student's Major Supervisor and the Dean. If the student is not a language Major, approval will also be required of the chairman of the department of the language spoken in the country selected. Interested students should consult the Dean early in the sophomore year; he will direct them to faculty members best qualified to advise them. The program of studies must be worked out in advance; if the program is completed successfully, the college will grant credit toward the degree for the work of the junior year. Scholarship funds may be transferred for approved study abroad.

Junior Year Language Program

Provision is made, through a cooperative program with Princeton University, for the intensive study of certain languages not offered at Haverford—Arabic, Chinese, Japanese, Persian, and Turkish. A student participating in this program spends the summer after his sophomore year in a program of intensive study of the language chosen, and then spends the junior year at Princeton University, continuing the study of the language and taking each semester two or three other courses in related regional studies. The remainder of his program will be electives, usually courses important for his Major at Haverford.

Students interested in this program should confer with the Dean in the early spring of the sophomore year. To be nominated by the college, a student must have a good academic record, and must have secured the approval of his Major Supervisor. Selection from among the nominees is made by Princeton University.

Students who wish to study the less common languages without taking time away from Haverford should consider the offerings in Italian at Bryn

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Mawr College and in Oriental, Scandinavian, and Slavic languages at the University of Pennsylvania. Arrangements for taking such courses may be made in consultation with the Dean.

Visitors and Lectures

Individual departments of the faculty invite visitors to Haverford for varying periods of time to meet with members of the department and with students interested in that field. These departmental visitors, who sometimes give public lectures, contribute considerably to the vitality of the work in the various departments.

This program has been greatly strengthened as a result of a generous bequest from the late William P. Philips. A substantial sum from this bequest is used to bring to Haverford "distinguished scientists and statesmen," whose visits may last anywhere from a few hours to a full academic year. On pages 15 and 16 of this catalog is a list of the visitors brought to the campus under this bequest during the academic year 1963-1964. A recent bequest from the late William Gibbons Rhoads and a generous gift from a donor who wishes to remain anonymous enable the college also to bring to the campus distinguished visitors in the humanities.

The Haverford Library Lectures and the Shipley Lectures, both endowed lectureships, provide annual speakers. The endowment for the former, a gift from the estate of Mary Farnum Brown, is available "for an annual course or series of lectures before the Senior Class of the College, and other students, on the Bible, its history and literature, and as a way may open for it, upon its doctrine and its teaching." The fund for the latter was presented by Samuel R. Shipley, in memory of his father, Thomas Shipley. The income from the Shipley fund is used "for lectures on English literature." At the weekly Collection meetings of the whole college, prominent visitors talk to the student body on subjects of current interest.

The Class of 1898 Lectureship was established by that class in 1948.

GRADUATE STUDY

The College is empowered to grant degrees of Master of Arts or Master of Science, but very few candidates for these degrees are currently being admitted. The resources of the T. Wistar Brown fund, formerly used to assist such candidates, are currently being used for the support of mature scholars who wish to study in fields which Haverford's position as a Quaker

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college makes particularly appropriate. Normally such scholars are not candidates for degrees at Haverford.

Inquiries about graduate work at Haverford should be addressed to the Director of Admissions.

HONORS

Honorable Mention

Honorable Mention in a single year course will be awarded at the end of the freshman or sophomore year, or at the end of the junior or senior year in any course outside a student's major field, for acceptable work in that course and additional work in the total amount of not less than seventy-five hours. Candidates for Honorable Mention must obtain a minimum average of 85 in the regular work of the year course and may be required to pass an examination on the additional work. Two courses of one semester each in the same department may be construed as a single course.

A student who has received the prescribed grade in the regular work of a course required for Honorable Mention, but who has not done the additional work required in connection with that course, may do so with the consent of the professor in charge during the succeeding year.

Final Honors

Final Honors are awarded to students who have undertaken and carried through academic work of high quality. Final Honors are of two kinds, those awarded by departments and those awarded by the college.

A student who is considered to have the requisite ability is invited by his department to become an honors candidate as early as possible in the course of his Major work. The exact nature of departmental honors work and the criteria used in judging it are listed in the departmental statements in this Catalog. For Honors the work in the department must be considerably superior to that required for graduation. The student must demonstrate his competence, insight and commitment to his field of interest.

Individual departments may award *honors* to students whose departmental work has been of high quality and *high honors* to those who have demonstrated both high quality and originality, indicating an unusual degree of competence.

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Students who have been awarded department honors may be invited by the Committee on Honors, Fellowships, and Prizes to stand for College Honors: *magna cum laude* or *summa cum laude*. *Magna cum laude* indicates that a student has understood to a superior degree the significant relations between the area of his own specialized competence and his college work as a whole. *Summa cum laude* indicates an even more outstanding achievement. *Magna cum laude* and *summa cum laude* are awarded by the faculty on recommendation of the committee.

The Committee on Honors, Fellowships, and Prizes will fix the minimum academic standards and procedures acceptable in any year for *magna cum laude* and *summa cum laude* and may require oral and/or written examinations or essays.



COURSES
OF
INSTRUCTION

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The numbering system used in this Catalog involves a two-digit number for each semester course. Courses numbered from 11 through 20, primarily freshmen courses, are open to all students; courses numbered from 21 through 30 are open to sophomores, juniors and seniors; courses numbered from 31 through 60 are open to juniors and seniors; courses numbered from 61 through 80 are open only to seniors; courses numbered from 81 through 89 are project courses open to seniors and, in exceptional circumstances, to juniors; in each department the course in preparation for the comprehensive examination is numbered 100.

When two course numbers, followed by a single description, are joined by a hyphen, the course is a year course; a student who takes the first semester of such a course must normally take the second semester. When two course numbers followed by a single description are separated by a comma, the first semester may be taken without the second, though the two are normally taken together as a year course. In either case, the first semester course is prerequisite to the second.

Unless further designated with an *a* (first semester) or a *b* (second semester), courses with uneven numbers are given in the first semester; those with even numbers in the second.

Where a course is listed as a prerequisite for another course, a grade of 65 or better will be required in the prerequisite course, unless otherwise specified; in exceptional circumstances, however, the instructor may waive this requirement at his discretion.

Each course carries three semester hours credit, and is offered annually, unless otherwise specified.

ASTRONOMY

PROFESSOR LOUIS C. GREEN, *Chairman*

The departmental work is designed to give students an understanding of and an interest in the universe in which they live. The relation of astronomy to other fields of learning is kept to the fore.

Major Requirements

Astronomy 11, 12; three courses chosen from Astronomy 41, 42, 44, 45, 46; Astronomy 81 or 82, 100; Mathematics 21; Physics 15, 16. Three written comprehensive examinations of three hours each.

Requirements for Honors

All Astronomy majors are regarded as candidates for Honors. The award of Honors will be made on the basis of superior work in the departmental courses, in certain related courses, and in the comprehensive examinations.

11, 12. DESCRIPTIVE ASTRONOMY

Mr. Green

Four hours, including one laboratory period a week.

Our knowledge of the motions, composition, organization, and evolution of the solar system, stars and galaxies is presented, together with explanations of the methods by which this information is obtained. The laboratory work consists of visual, photographic and spectroscopic observations of the sun, moon, planets, stars, and nebulae. Prerequisite to Astronomy 12 is Astronomy 11 or consent of the instructor.

41. GENERAL RELATIVITY AND COSMOLOGY

Mr. Green

(Also called Physics 41)

The tensor calculus is developed and applied to a discussion of general relativity and cosmology. The observational and experimental evidence supporting general relativity is reviewed, and the present state of the evidence favoring expanding and steady state universes is considered. Prerequisite: Mathematics 21 and Physics 15, 16.

Offered in 1965-66 and alternate years.

42. PLASMA PHYSICS

Mr. Green

The principles of magnetohydrodynamics and plasma physics are developed and applied to such topics as the earth's magnetism and paleomagnetism, the Van Allen belts; the origin and variations of the radio, ultraviolet and cosmic ray fluxes; the distribution and alignment of the interstellar dust, the presence of synchrotron radiation in cosmic sources and the magnetic field of the galaxy. Prerequisite: Mathematics 21 and Physics 15, 16.

Offered in 1965-66 and alternate years.

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44. QUANTUM MECHANICS OF ATOMS AND MOLECULES Mr. Green
(Also called Chemistry 44)

The structure and spectra of atoms and simple molecules are derived quantum mechanically. A brief demonstration of the use of group theory is included. Considerable time is devoted to the quantum mechanical explanation of the chemical bond, its ionic, covalent and metallic character, as well as its steric properties. The interpretation of laboratory and astronomical spectra is discussed. Prerequisite: Mathematics 21, Physics 13, 14, and either Chemistry 13, 14 or 15.

In 1964-65, offered at Bryn Mawr College as Chemistry 303b.

45. ADVANCED CLASSICAL MECHANICS Mr. Green
(Also called Physics 45)

The Lagrangian and Hamiltonian formulations of mechanics are developed and applied. The Hamilton-Jacobi equation is derived. Action-angle variables are demonstrated and, together with perturbation theory, are applied to the motion of natural and artificial satellites. Planetary theory is treated briefly, and galactic dynamics is considered. Prerequisite: Mathematics 21 and Physics 15, 16.

Offered in 1964-65 and alternate years.

46. STELLAR EVOLUTION AND THE ORIGIN OF THE ELEMENTS Mr. Green

The theory of stellar structure is reviewed and the problem of stellar evolution is discussed on the basis of the theoretical and observational evidence. The significance of the results for the origin of the elements is considered. Prerequisite: Mathematics 21 and Physics 15, 16.

Offered in 1964-65 and alternate years.

- 81, 82. SPECIAL TOPICS IN ASTROPHYSICS Mr. Green

The content of this course may vary from year to year, but will usually deal with the determination of the abundance of the elements in stellar atmospheres. In this latter case the observational material will be high dispersion spectra obtained at one of the major American observatories. It may be repeated for credit. Prerequisite: Considerable maturity in mathematics, physics and astronomy.

BIOLOGY

ASSOCIATE PROFESSOR MELVIN SANTER, *Chairman*

PROFESSOR ARIEL G. LOEWY

ASSOCIATE PROFESSOR IRVING FINGER

ASSISTANT PROFESSOR DIETRICH KESSLER

The biology program is designed to give a solid foundation in general biological principles, an insight into recent developments of experimental aspects of the field, and an opportunity for a research experience in the senior year.

COURSES OF INSTRUCTION

The courses are built up in a sequence of three stages.

- 1) Four introductory courses which may be taken at the freshman and sophomore level which cover biological principles (12, 21) and biological diversity (11, 22).
- 2) Four advanced courses (31, 32, 33, 34) to be taken at the junior or senior level designed to create sufficient competence for research in the senior year.
- 3) Four Senior Research Tutorials (61-62, 63-64, 65-66, 67-68) involving reading of current literature, laboratory research, student lectures and seminars, and a senior thesis. The topics of these research tutorials lie in the areas of principal interest of the instructors.

Major Requirements

Biology 12, 21, and either 11 or 22; Biology 31, 32, 33, 34; one year sequence of Biology courses in the 60's; Biology 100; Chemistry 13, 14 or Chemistry 15; Chemistry 25, 26. Where prerequisites are required for these courses, the student must achieve a grade of at least 70 unless otherwise stated, or receive the consent of the instructor to apply them as prerequisites.

The department strongly recommends the following additional courses since they provide a minimum theoretical background for advanced work in biology: Mathematics 13, 14; Physics 13, 14; Chemistry 16, 21, 22.

Biology 100 consists of a series of seminars given by students and designed to tie together the work done in the four Senior Research Tutorials, and a written comprehensive examination at the end of the senior year.

Requirements for Honors

Since all biology majors participate in the departmental senior research program, they are all candidates for departmental Honors. These are awarded upon consideration of the following criteria of achievement: (a) grade average in courses, (b) senior research and thesis, (c) performance on the comprehensive examinations.

11. THE ANIMAL WORLD

Mr. Kessler

Four hours. Three lectures and one laboratory period each week.

A study of the evolution of structure and function in the animal kingdom. Emphasis is also placed on animal behavior. Cell differentiation is examined in the laboratory with representative species from various phyla.

12. EVOLUTION AND ADAPTATION

Mr. Finger

An introductory course dealing with the origin of life and species; Mendelian and Watson-Crick genetics; and the control of evolution by a changing environment.

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21. THE BIOLOGY OF THE CELL

Mr. Loewy and Mr. Santer

Four hours. Three lectures and one laboratory period each week.

An introductory course in the areas of cell biology conventionally denoted as physiology, biochemistry, and biophysics. The course will attempt to give insight into the methods and subject matter of the physical-chemical approach to the study of living systems. This is a sophomore course; students who wish to postpone it to the junior year should obtain permission of the instructor at the end of the freshman year. Prerequisite: Chemistry 13, 14, or 15, or consent of the instructor.

22. THE MICROBIAL AND PLANT WORLD

Mr. Santer and Mr. Loewy

Four hours. Three lectures and one laboratory period each week.

An introduction to the biological and chemical properties of bacteria and viruses. Emphasis is placed on their biochemical activities and methods of reproduction. A study of the diversity of structure and function in the plant kingdom. Emphasis is placed on those aspects of plant physiology which are peculiar to the plant kingdom. Prerequisite: Biology 21 or consent of the instructor.

31. CELL BIOLOGY I: PHYSICAL AND METABOLIC BIOCHEMISTRY

Mr. Loewy and Mr. Santer

Four hours. Three lectures and one laboratory period each week.

A study of the structure and properties of proteins and nucleic acids. Emphasis will be placed on the physical-chemical approach to the study of macromolecules. A study of the various pathways of carbohydrate metabolism, including anaerobic and aerobic metabolism in microbial and animal cells. Prerequisite: Biology 21; Chemistry 25 must be taken previously or concurrently.

32. CELL BIOLOGY II: BIOSYNTHESIS OF MACROMOLECULES AND OTHER INTEGRATED PROCESSES

Mr. Santer and Mr. Loewy

Four hours. Three lectures and one laboratory period each week.

A study of metabolic processes leading to ATP synthesis. The following section will deal with the biosynthesis of amino acids and nucleotides, the biosynthesis of proteins, DNA, and RNA, and the biochemical evidence for the regulatory mechanisms which govern the production of macromolecules. A study of the integrated processes of the cell such as osmotic, electrical and contractile work. Prerequisite: Biology 31 or consent of the instructor.

33. CELL BIOLOGY III: HEREDITY AND REGULATION

Mr. Finger

Four hours. Three lectures and one laboratory period each week.

The topics to be emphasized are the structure and mutability of genes, transmission and storage of genetic information, and the transcription of this information into specific macromolecules. Cytoplasmic control of gene expression and other mechanisms for the regulation of gene activity also will be discussed. Prerequisite: Biology 12 and Chemistry 14 or 15, or consent of the instructor.

COURSES OF INSTRUCTION

34. CELL BIOLOGY IV: DIVERSITY IN CELL STRUCTURE Mr. Kessler
Four hours. Three lectures and one laboratory period each week.

Examination of similarities and differences in intracellular structure among various cell types using information from light and electron microscopy. Molecular mechanisms for cell differentiation and for interactions between cellular organelles are considered. Laboratory projects provide an introduction to cytochemistry and autoradiography. Prerequisite: Biology 11 and 21.

- 61-62. SENIOR RESEARCH TUTORIAL IN MOLECULAR MORPHOGENESIS Mr. Loewy

Student research on the molecular basis of structure formation. Laboratory work is supplemented with readings related to the area of investigation and with the presentation of discussions by students. Prerequisite: Biology 31 or consent of the instructor.

- 63-64. SENIOR RESEARCH TUTORIAL IN CELL BIOCHEMISTRY Mr. Santer

Student research on the chemical composition and hereditary control of cytoplasmic particles involved in protein synthesis. Laboratory work is supplemented with readings from the current literature and seminars by students on material related to the research. Prerequisite: Biology 31 or 32 or consent of the instructor.

- 65-66. SENIOR RESEARCH TUTORIAL IN PHYSIOLOGICAL GENETICS Mr. Finger

The two major problems to be studied are: the triggering of genes into action and the control of the assembly of specific antigenic proteins. Prerequisite: Consent of the instructor.

- 67-68. SENIOR RESEARCH TUTORIAL IN EXPERIMENTAL CYTOLOGY Mr. Kessler

Research on changes in cellular structure correlated with functional changes, particularly in the nucleus with nucleic acid synthesis using microscopy and autoradiography. Student discussions based on reading and research are encouraged. Prerequisite: Biology 34 and consent of the instructor.

- 81, 82. PROJECTS IN BIOLOGY Staff
Prerequisite: Consent of the instructor.

CHEMISTRY

ASSOCIATE PROFESSOR JOHN P. CHESICK, *Chairman*

PROFESSOR ROBERT I. WALTER

ASSOCIATE PROFESSOR COLIN F. MACKEY

ASSOCIATE PROFESSOR HARMON C. DUNATHAN

ASSISTANT PROFESSOR ROBERT A. SANCHEZ

The program in chemistry is designed to develop familiarity with that science as an intellectual discipline. This approach both serves the function

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of contributing to the liberal education of non-professionals, and provides a sound basis for professional work in chemistry and related sciences. The courses are planned as a sequence which each student is encouraged to enter at as advanced a level and to complete as rapidly as his background and abilities will permit. Able students then have available a substantial block of time in the senior year for serious pursuit of a laboratory research problem, and for independent correlation and extension of the material presented in the individual courses.

A Major in chemistry who plans to undertake graduate study in that or a related field should include in his program courses 34, 53, and two additional courses in either chemistry or physics, together with German 13, 14. This program provides a level of training equivalent to that recommended by the American Chemical Society. For the courses in chemistry required for premedical preparation, see page 45.

Major Requirements

Chemistry 13, 14 (or 15), 16, 21, 22, 25, 26, 51, 81, and 100; Mathematics 13, 14, and Physics 13, 14.

Students who are graduated in June 1965, or earlier, may substitute equivalent courses listed in the 1962-1963 catalogue for any of these course requirements for the major program.

A student must earn a grade of at least 70 in those courses listed as prerequisite to an advanced course in order to qualify for admission to the advanced course.

Requirements for Honors

Students who are considered qualified will be invited to become candidates for departmental Final Honors during the second semester of the junior year. Honors candidates will be expected to complete a senior laboratory research problem (courses 83, 84) at a level superior both in quality and quantity of effort to that expected in normal course work. The award of Final Honors by the department will be based upon superior performance in the research problem, in major courses, and in the senior comprehensive examinations.

13. PRINCIPLES OF CHEMISTRY

Mr. MacKay and department staff

Four hours. Three lectures and one laboratory period each week.

A study of stoichiometry, atomic structure and the periodic table, energy changes in chemical processes, and equilibrium systems. Illustrations are taken from each of the traditional branches of chemistry.

COURSES OF INSTRUCTION

14. STRUCTURE AND BONDING IN CHEMISTRY

Mr. Dunathan and department staff

Four hours. Three lectures and one laboratory period each week.

A study of the concepts of structure, isomerism, and functional group, the properties of covalent bonds and of covalent molecules, and the factors which influence the rates of reactions. Prerequisite: Chemistry 13.

15. PRINCIPLES, STRUCTURE, AND BONDING

Mr. Dunathan

Four hours. Three lectures and one laboratory period each week.

A rapid survey of the topics covered in Chemistry 13, 14. Admission will be based upon the student's preparation and past performance in chemistry, together with his grade on a placement examination given during the orientation week. May not be taken for credit after Chemistry 13, 14.

16. THE PHYSICAL CHEMISTRY OF EQUILIBRIUM SYSTEMS

Mr. Chesick

Four hours. Three lectures and one laboratory period each week.

A study of thermochemistry, chemical equilibrium, and the first two laws of thermodynamics. Laboratory exercises will consist of the quantitative study of various equilibrium systems. Prerequisite: Chemistry 14 or 15; Mathematics 13, 14 (may be taken concurrently).

21. THE PHYSICAL CHEMISTRY OF REACTING SYSTEMS

Mr. Chesick

Four hours. Three lectures and one laboratory period each week.

A study of electrochemistry, colligative and transport properties of solutions, the phase rule and phase equilibria, reaction rates and chemical kinetics, and the third law of thermodynamics. Laboratory exercises will consist of the quantitative study of systems related to the lecture topics. Prerequisite: Chemistry 16.

22. THE PHYSICAL CHEMISTRY OF MOLECULES

Mr. MacKay

The Boltzman distribution law, kinetic theory of gases, and elementary topics from statistical thermodynamics and quantum mechanics. Prerequisite: Chemistry 21 and Physics 14 (may be taken concurrently).

25, 26. ORGANIC CHEMISTRY

Mr. Dunathan and Mr. Sanchez

Four hours. Three lectures and one laboratory period each week.

A survey of the chemistry of the functional groups common in organic compounds, and of the elementary theoretical basis of organic chemistry. Prerequisite: A grade of 70 or higher in Chemistry 14 or 15.

34. ADVANCED PHYSICAL AND INSTRUMENTAL METHODS LABORATORY

Mr. Chesick

One lecture and two laboratory periods each week.

Laboratory study of the applications of spectroscopic, x-ray, and other methods to the determination of molecular structure, and of the reactive and non-reactive interactions of molecules and ions. Prerequisite: Chemistry 21, 22 (may be taken concurrently).

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44. QUANTUM MECHANICS OF ATOMS AND MOLECULES

(See *Astronomy* 44)

51. INORGANIC CHEMISTRY

Mr. MacKay

Four hours. Two lectures and two laboratory periods each week.

Lectures on theoretical and systematic descriptive inorganic chemistry. Laboratory problems in qualitative inorganic analysis and inorganic preparations in aqueous and non-aqueous systems. Prerequisite: Chemistry 32 or at least concurrent registration in Chemistry 21.

53. QUALITATIVE ORGANIC ANALYSIS

Mr. Sanchez

Four hours. Two lectures and two laboratory periods each week.

The identification of organic compounds, with major emphasis on degradative and spectroscopic methods as applied to structure determinations. Prerequisite: Chemistry 26.

54. ADVANCED ORGANIC CHEMISTRY

Mr. Dunathan and Mr. Sanchez

Selected topics from the fields of stereochemistry, reaction mechanisms, and the structure and biosynthesis of natural products. Prerequisite: Chemistry 26.

81. LIBRARY PROBLEM IN CHEMISTRY

Department staff

A complete literature search, summary of the important papers, and discussion of the methods and potential results of future study of remaining problems is carried out on a topic selected from a list prepared by the faculty. The results are presented in a written paper and defended in an oral examination given in January. Students who register for Chemistry 83 and 84 are encouraged to select the literature related to their laboratory problems as their topics for Chemistry 81. In that case, they will present the results of both the literature search and their laboratory work in a written paper and oral examination given in May.

83, 84. LABORATORY RESEARCH PROBLEM IN CHEMISTRY

Department staff

Laboratory study of a problem chosen from suggestions offered by the faculty and carried out under the direct supervision of a faculty member. Laboratory problems of two semesters duration are expected of candidates for departmental Final Honors, and may be taken by other students with the consent of the staff. Since laboratory research problems require a major investment of resources of the department—equipment, supplies, and staff time—a student must display diligent effort during his work in Chemistry 83 in order to be eligible to register for Chemistry 84.

CLASSICS

PROFESSOR HOWARD COMFORT, *Chairman*

ASSOCIATE PROFESSOR GEORGE A. KENNEDY

ASSISTANT PROFESSOR WILLIAM C. SCOTT

The Classics Department offers instruction in the language, literature and civilization of the Greek and Roman peoples. Principal emphasis is laid upon

meeting the Greek and Roman legacy through the medium of the original languages, but courses in classical civilization offer opportunities to study ancient history and literature in English translation.

Two major programs offer students an opportunity either to specialize in the ancient world or to follow the classical tradition into its modern manifestations.

Major Requirements

Two major programs are available in this department:

A. Classics Major: twelve semester courses divided between Greek and Latin, of which two must be either Classics 31, 32 or 33, 34 or 81, 82; Classics 100; written comprehensive examinations in two sections: A. translation from Greek and Latin, to be taken at a time set by the department, ordinarily not later than the second week of the second semester of the senior year. If a candidate fails this examination the department will decide when he may repeat it. B. Greek and Roman literature and history, taken at the end of the senior year.

B. Classics and the Classical Tradition Major: a specific program, to be approved by the department, involving at least one ancient language and one modern field of study; eight semester courses in Greek or Latin; four semester courses in the related field in other departments; a substantial paper, ordinarily written in connection with Classics 81, 82; Classics 100; a written comprehensive examination consisting of the Greek or Latin part of section A and all of section B of the Classics major comprehensive examination.

Requirements for Honors

A. Classics Major: an average of 85 or better in Classics courses during the junior and senior years; a grade of 85 or better on both sections A and B of the comprehensive examinations; either a substantial paper written during the senior year and due on or before May 1 on a topic approved by the department, or the completion of 300 pages of reading in Greek and Latin during the junior and senior years in addition to normal course assignments, the material to be chosen in consultation with the department; a one hour oral examination on honors and course work.

B. Requirements for honors in Classics and the Classical Tradition are the same as for honors in Classics except that courses in the related field outside the department are to be counted in computing the grade average; the student will not have the option of substituting reading in Latin and Greek for the paper; the oral examination will cover both ancient and modern parts of the candidate's special field.

Courses in Greek Language and Literature

11-12. ELEMENTARY GREEK

Mr. Scott

Thorough study of the elements of the language followed by reading of at least one important work of Greek literature such as a dialogue of Plato or a play of Euripides.

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- 21, 22. INTRODUCTION TO GREEK LITERATURE Mr. Scott
Extensive reading in Homer, lyric poetry, drama and prose with lectures and reports on the history and chief features of Greek literature. Prerequisite: Classics 11-12 or the equivalent.
- 31, 32. GREEK LITERATURE IN THE FIFTH CENTURY Mr. Scott
Study of Aeschylus, Sophocles, Herodotus and Thucydides or of other Greek authors as dictated by the needs of the students enrolled. Prerequisite: Classics 21 or 22 or the equivalent.
Offered in 1964-65 and alternate years.
- 33, 34. GREEK LITERATURE IN THE FOURTH CENTURY AND LATER Mr. Kennedy
Study of Demosthenes, Aristotle, and other authors as dictated by the needs of the students enrolled. Students majoring in Classics will be afforded opportunities to practice Greek composition. May be repeated for credit with change of content. Prerequisite: Classics 21 or 22 or the equivalent.
Offered in 1965-66 and alternate years.

Courses in Latin Language and Literature

- 13-14. ELEMENTARY LATIN Mr. Comfort
Basic instruction in Latin declension and conjugation; then Cicero's *Pro Archia Poeta*, nearly all the poems of Catullus, and selected Letters of Pliny.
- 15, 16. LATIN LITERATURE I Mr. Comfort
Review of grammar and vocabulary; reading in Vergil and/or Cicero. Prerequisite: Classics 13-14 or two or three years of preparatory Latin.
- 17, 18. LATIN LITERATURE II Mr. Comfort
Reading of Roman comedy and of authors of the Republic and Augustan Age. Prerequisite: Classics 15, 16 or four years of preparatory Latin.
- 23, 24. LATIN LITERATURE III Mr. Comfort
Systematic study of one or more aspects of Latin literature and Roman life. Prerequisites at the discretion of the instructor. These courses may be repeated for credit with change of content.
- 81, 82. PROJECTS IN CLASSICS Messrs. Comfort and Scott
Prerequisites at the discretion of the instructor.

Courses in Classical Civilization not requiring the use of Greek or Latin

- 19, 20. CLASSICAL CIVILIZATION: HISTORY AND LITERATURE Mr. Kennedy
(Also called *History 19-20*)
Study of the significant events and trends of ancient history and of the chief works of Greek and Latin literature in English translation.
Not offered in 1964-65.

COURSES OF INSTRUCTION

29. SEMINAR IN GREEK CIVILIZATION

Mr. Scott

(Also called History 29)

Reading in translation of extensive portions of Greek literature, together with study of the history of the age. Seminar papers will offer opportunities to individual students to emphasize either literature or history. Topic for 1964-65: Greek Historiography. May be repeated for credit with change of content.

Offered in 1964-65 and alternate years.

30. SEMINAR IN ROMAN CIVILIZATION

Mr. Scott

(Also called History 30)

Reading in translation of extensive portions of Roman literature, together with study of the history of the age. Seminar papers will offer opportunities to individual students to emphasize either literature or history. Topic for 1964-65: Roman Historiography. May be repeated for credit with change of content.

Offered in 1964-65 and alternate years.

ECONOMICS

PROFESSOR HOLLAND HUNTER, *Chairman*

PROFESSOR HOWARD M. TEAF, JR.

PROFESSOR PHILIP W. BELL

The work in economics is intended primarily to develop in students an understanding of the working of the American economy and less developed economies, to give training in the analysis of economic data, to arouse an informed interest in public affairs, and to lay the basis for the formation of intelligent economic policy judgments.

The introductory courses, Economics 11 and 12, are designed to give the basic understanding of economic processes and of economic organization that should be part of a liberal education. The Economics 23, 24 sequence is devoted to the basic data with which economists work and the ways in which they can be analyzed. These courses develop the principal tools of research which can be applied in upperclass courses. The advanced courses are offered as part of a program of liberal education, but are designed to meet, at the same time, the needs of men going on to graduate work in economics, business administration, or related fields. Several of the advanced courses should be of special value to men planning to enter the fields of business, law, urban planning, the foreign service, or other government work. In the advanced courses emphasis is placed on the use of source materials and on research methods in economics, and students gain experience in the preparation of analyses and reports.

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In his senior year each student majoring in economics will normally undertake a research project in Economics 61 or 81, under the close supervision of a member of the department, which may be continued into the second semester.

Men expecting to major in economics are advised to take, in the freshman year, Economics 11 and 12, and at least two semesters of mathematics.

Major Requirements

Economics 11, 12, 23, 24, 31, 32, 61 or 81 or 82, 100, and two other semester courses in economics. Economics 100 is a seminar, designed to give perspective to studies in the major program. Students will review economic systems in a general-equilibrium context, as well as the measurement of economic performance in terms of welfare analysis. The nature and validity of economic assumptions will be reconsidered.

Two semesters of mathematics and three other approved semester courses in the social sciences or mathematics.

A comprehensive examination, which normally includes a written examination, an oral examination, and the preparation of a research memorandum.

Requirements for Honors

Plans for Honors work usually will be laid at the end of the junior year. This work includes a paper of high quality, usually written in conjunction with the senior project course or courses. At least one examiner from outside the College will participate in oral examinations of candidates for High Honors.

11. ECONOMIC EFFICIENCY IN A COMPLEX SOCIETY

Mr. Teaf and Mr. Hunter

A study of the main features of modern economic life in the United States including the following topics: (1) the resource base and technological setting; (2) the behavior of consumers and business firms; (3) price theory and problems of efficiency in the allocation of fully employed resources; (4) income, employment, and monetary theory and problems involved in providing for the full utilization of existing resources.

12. ECONOMIC GROWTH AND WELFARE IN A WORLD SETTING

Mr. Teaf and Mr. Hunter

Extension of the work in Economics 11 to the world economy; analysis of problems of growth and the distribution of income in developed and underdeveloped countries and within the world community as a whole; problems involved in economic planning under various types of economic system.

Economics 11 and 12 together present the basic elements for an understanding of current economic problems in this country and in the world at large. Students who are planning further work in economics or other social sciences are encouraged to take both courses. Normally Economics 11 should be taken before Economics 12, although exceptions may be made with consent of the instructor in charge.

COURSES OF INSTRUCTION

23. **BUSINESS AND NATIONAL ACCOUNTING** Mr. Teaf
A study of the fundamentals of corporate accounting and their extension to the national accounts. Emphasis is placed on the derivation of the major reports of businesses and of the national economy. Prerequisite: Economics 11 or permission of the instructor.
24. **STATISTICS AND ECONOMETRICS** Mrs. Hunter
An introduction to quantitative methods in economics. Topics covered include frequency distributions, probability and sampling, regression, and a brief survey of the econometric approach to analysis of economic problems. Students will make use of the IBM 1620. Prerequisite: Economics 11, 12, and Mathematics 13.
31. **MONEY AND BANKING: THEORY AND POLICY** Mr. Hubbard
The role and relative importance of money as a determinant of the aggregate level of income and employment, the general price level, and the level and structure of interest rates in a closed economy, are analyzed and appraised. Institutional aspects of commercial and central banks, and other financial and non-financial intermediaries relevant for monetary policy, are studied. The policies of the Federal Reserve System since the Second World War are evaluated. Prerequisite: Economics 11, 12.
Offered in 1964-65 at Bryn Mawr as Economics 202a.
32. **GOVERNMENT FINANCE** Mr. Hunter
An analysis of major issues in the field of government revenues and expenditures. Topics considered include standards for government expenditures, principles of equity in taxation, fiscal policy for stability and growth, political and economic problems in the implementation of public policy. Prerequisite: Economics 11.
33. **POPULATION POLICIES AND PROBLEMS** Mr. Reid
(*See Sociology 33*)
34. **TECHNOLOGY, EMPLOYMENT, AND LEISURE** Mr. Teaf
(*Also called Sociology 34*)
Seminar study of the social and personal problems arising out of rapid technological change and increase in productivity. The labor force and its full employment; insecurity of the individual; unemployment benefits and pensions; public policy and programs; leisure: its opportunities, uses, and effects. Prerequisite: One year of economics or sociology.
Not offered in 1964-65.
35. **AMERICAN ECONOMIC DEVELOPMENT** Mr. Duboff
Long-term trends in output, resources, and technology. Structure of consumption, production, and distribution. External relations and trade. Quantitative studies provide the point of departure. Prerequisite: Economics 11, 12.
Offered annually at Bryn Mawr as Economics 301a.
36. **THE MODERN CORPORATION** Mr. Teaf
An analysis of the institutional fundamentals underlying corporate decision-making:

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essentials of economic and legal organization, relations with securities holders, securities markets, and regulatory authorities; ethical issues surrounding corporate performance in contemporary society. Prerequisite: Economics 23.

37. INDUSTRIAL STRUCTURE AND MARKET BEHAVIOR Mr. Baratz

Theoretical and empirical analysis of the structure of industrial markets and the behavior of business firms in a competitive economy; legal restrictions on business policy; social and political implications of public regulation of private enterprise. Prerequisite: Economics 11, 12.

Offered annually at Bryn Mawr as Economics 201a.

40. INTERNATIONAL ECONOMIC THEORY AND POLICY Mr. Bell

The theory and practice of international trade. The balance of payments, and the theory of disturbances and adjustment in the international economy. Economic integration. Relationships between the rich and the poor countries of the world, and the impact of growth and development on the world economy. Prerequisite: Economics 11, 12.

Not offered in 1964-65.

41. LABOR ECONOMICS AND LABOR RELATIONS Mr. Teaf

(Also called Sociology 41)

A study of the fundamentals of the employer-employee relationship, such as wages, hours, security; the functioning of labor organizations and government; the purposes and methods of collective bargaining. Special emphasis is placed on methods of resolving industrial conflict. Prerequisite: Economics 11 and 12, or permission of the instructor.

42. THE ECONOMICS OF DEVELOPMENT Mr. Hunter

An examination of the economic and non-economic factors accounting for low per-capita incomes in underdeveloped economies, of the problems encountered in initiating the process of economic development, especially in non-western societies, and of major policy issues associated with foreign aid for developing economies. The recent experience of India and China is reviewed. Short student research papers required. Prerequisite: Economics 11, 12, and two courses in political science or sociology, or permission of the instructor.

43. THE SOVIET SYSTEM Mr. Hunter

(Also called Political Science 43)

An analysis of the Soviet record as a case study in rapid industrialization. The evolution of major political, economic, and social institutions is reviewed; attention is given to trends and prospects. The topics examined include: the background of the 1917 Revolutions; the rise of Stalin and evolution of total government; forced industrialization and agricultural collectivization; stabilization of Soviet social organization; factors explaining wartime survival and postwar growth; evaluation of trends since 1953. Prerequisite: Four semester courses in the social sciences, or permission of the instructor.

COURSES OF INSTRUCTION

61. SENIOR SEMINAR

Mr. Hunter

Analysis of quantitative studies with special emphasis on the statistical and theoretical techniques employed. Readings change each year to accommodate the special interest of each class. A paper involving original quantitative analysis will be required. Students who choose to do so may extend their research into a second semester in Economics 82.

81, 82. PROJECT AND READING COURSES

Members of the Department

ENGINEERING AND APPLIED SCIENCE

ASSOCIATE PROFESSOR THEODORE B. HETZEL, *Chairman*

ASSOCIATE PROFESSOR THOMAS A. BENHAM

ASSISTANT, NORMAN M. WILSON

The newly revised and expanded program in engineering and applied science is designed to provide a sound preparation for a career in engineering or industry by a combination of basic engineering courses with a broad range of those in the natural sciences, mathematics, social sciences, and humanities.

The creative aspects of engineering are emphasized by involving the student in developing special engineering projects, one at an elementary level in the sophomore year and another at an advanced level in the senior year. These laboratory projects in design and construction will take into account not only the technical but also the scientific and social implications of the project.

The introductory course is divided into two distinct elements. The first semester, planned primarily for engineering majors, concentrates on engineering design. The second semester is an entirely new course developed both for students in engineering and in the social and natural sciences as well. It will center around problems of numerical methods and procedures involving the use of linear algebra, differential and integral calculus, and elementary statistics, making extensive use of the College's IBM 1620 digital computer.

The courses for the engineering major plus the general college requirements in the natural and social sciences and the humanities, together with several free electives, constitute a program such as is sometimes called "General Engineering", or "Engineering Administration". Two alternatives in major requirements provide opportunity for those wishing to concentrate in areas of special interest.

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Haverford graduates with a major in engineering who wish to carry on further technical training in engineering are granted advanced standing in undergraduate engineering schools or are admitted to graduate schools. Those engineering majors who seek employment in leading industrial firms have found that their preparation at Haverford has prepared them well for future study and training.

Our students profit by the opportunities in the Philadelphia area to visit industrial plants and to attend meetings of technical societies.

Major Requirements

Engineering 11, 12, 21, 23, 24, 26, 31, 32, 41 or 43, 61 or 62, 100; Mathematics 13, 14; Physics 13, 14; Economics 11, 12, and *either* (A) Chemistry 13, 14 (or Chemistry 15), and two additional courses above the introductory level in engineering, mathematics, chemistry, physics or astronomy; *or* (B) two additional courses above the introductory level, from engineering, mathematics, chemistry, physics or astronomy, and four more courses from the social sciences, chosen in consultation with the Engineering Department.

11. INTRODUCTION TO ENGINEERING DESIGN

Mr. Hetzel

One class and two laboratory periods a week.

This course includes the principles and conventions of engineering graphics, including pictorial drawing and descriptive geometry; the materials and methods of production; the components of machines and their kinematic analysis.

Not offered in 1964-65.

12. NUMERICAL METHODS

Mr. Green

The course will emphasize methods which are suitable for high speed electronic computers. Extensive use will be made of the IBM 1620. The following topics will be discussed: systems of linear equations, interpolation polynomials, numerical integration and differentiation, difference methods, ordinary linear differential equations, propagation of errors, and commonly used statistical techniques. Prerequisite: Mathematics 13, 14 (or the equivalent) or concurrent enrollment in Mathematics 14.

21. ANALYTICAL MECHANICS

Mr. Hetzel

A study of statics, kinematics, and dynamics. Forces in equilibrium, friction, moments of inertia, plane motion, work and energy, impulse and momentum, mechanical vibrations. Prerequisite: Mathematics 13, 14; Physics 13.

Not offered in 1964-65.

23. MATHEMATICAL METHODS IN ENGINEERING

Mr. Benham

Use of such advanced mathematical techniques as infinite series, transforms, Bessel functions, and complex variable. Problems are chosen from various fields of engineering. Prerequisite: Mathematics 13, 14; Physics 13, 14; Engineering 12 (or consent of the instructor).

COURSES OF INSTRUCTION

24. **ENGINEERING DESIGN** Staff
One class and two laboratory periods a week.
Each student will undertake a project that synthesizes the creative aspects of technical invention, design, and construction, with social and economic considerations. Prerequisite: Mathematics 13, 14; Physics 13, 14.
26. **INTRODUCTION TO ELECTRICAL ENGINEERING** Mr. Benham
Direct and alternating current circuits and machines; transient phenomena. Prerequisite: Engineering 23.
31. **INTRODUCTION TO ELECTRONICS** Mr. Benham
Electronic devices, magnetic and control circuits, radiation and detection of electromagnetic waves, transmission systems. Prerequisite: Engineering 26.
32. **THERMODYNAMICS** Mr. Hetzel
A study of energy, its sources, liberation, transfer, and utilization; gases, vapors, and their mixtures; theoretical and actual thermodynamic cycles for power and refrigeration. Prerequisite: Mathematics 13, 14; Physics 13, 14.
- 41b. **MECHANICS OF MATERIALS** Mr. Hetzel
Three classes per week including occasional laboratory periods.
A study of the elastic behavior of beams, shafts, columns, vessels, and joints, acted upon by simple and combined stresses. Prerequisite: Engineering 21 or Physics 15.
Offered in the second semester in 1964-65, thereafter in the first semester.
42. **INTERNAL COMBUSTION ENGINES** Mr. Hetzel
The thermodynamics, fluid flow, and performance of internal combustion engines. There will also be consideration of fuels, carburetion and injection, etc. and several laboratory investigations of engine performance. Prerequisite: Mathematics 13, 14; Physics 13, 14.
Offered in 1965-66 and alternate years.
43. **CIRCUIT THEORY** Mr. Benham
Networks, resonance, integrating and differentiating systems, and filters. Prerequisite: Engineering 26 and 31 (which may be taken concurrently).
Offered in 1964-65 and alternate years.
44. **ADVANCED ELECTRONICS** Mr. Benham
Amplifiers, rectifiers, oscillators, pulse height analyzers. Prerequisite: Engineering 43 or Physics 23, 24.
Offered in 1964-65 and alternate years.
45. **COMMUNICATION THEORY** Mr. Benham
Review of communication systems; study of the theory and problems associated with noise; introduction to information theory. Prerequisite: Engineering 26 and 31 (which may be taken concurrently).
Offered in 1965-66 and alternate years.

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61, 62. PROJECTS

Staff

Engineering majors are required to do at least one semester of individual work in some special field of investigation, such as the engineering of a project with consideration of its technical, industrial, commercial and sociological aspects.

ENGLISH

ASSOCIATE PROFESSOR EDGAR SMITH ROSE, *Chairman*

PROFESSOR RALPH M. SARGENT

PROFESSOR JOHN A. LESTER, JR.

PROFESSOR CRAIG R. THOMPSON

PROFESSOR JOHN ASHMEAD, JR.

ASSOCIATE PROFESSOR FRANK J. QUINN

ASSOCIATE PROFESSOR ALFRED W. SATTERTHWAITE

ASSOCIATE PROFESSOR GEORGE A. RIDENOUR

ASSISTANT PROFESSOR WILLIAM RAYMOND SMITH

INSTRUCTOR ANNE E. BERTHOFF

INSTRUCTOR VICKI W. KRAMER

The English Department offers the opportunity to study significant formulations of the human spirit in the English language, and to do critical and creative writing.

Many students who choose to major in English intend to pursue some aspect of the subject professionally: to proceed to graduate school, to teach literature, or to undertake a literary career. The program of the department provides preliminary education for all these purposes. The study of English literature is recommended likewise to those students who wish to acquire a knowledge of their literary heritage, or to gain an acquaintance with the use of the English language before entering a non-literary profession such as law, government service, the ministry, medicine, or business. The department welcomes such students.

English 11-12 or its equivalent is required of all freshmen; it provides tutorial instruction in writing and an introduction to the study of literature. Students who have difficulty in expressing themselves orally are recommended to take work in public speaking. The attention of slow readers is called to the remedial work in reading.

On the sophomore and junior levels, the department offers a full year's study in each of four major periods of English literature, as well as in American literature. Students intending to major in English are strongly urged to elect either The Renaissance or The Seventeenth Century in their

COURSES OF INSTRUCTION

sophomore year. On the junior level the department also offers courses in Shakespeare, Medieval and Renaissance thought and letters, contemporary literature, literary criticism, and creative writing. Seminar courses numbered in the 60's, intended primarily for seniors majoring in English, present opportunities for advanced study of major fields and figures in English and American literature. In nearly all cases, these courses require a previous knowledge of the field within which the seminar concentrates.

Major Requirements

Two full period courses (four semesters) from the following: Renaissance, Seventeenth Century, Eighteenth Century, Nineteenth Century (or three courses from the former semester period courses). Two other English courses numbered in the 20's, 30's or 40's. Two courses numbered in the 60's. English 100. Nine semester courses in all. Three semester courses in related fields, to be approved by the chairman of the department. Any one-semester course in classical literature (in Greek, Latin, or English) may be counted toward the English major.

Students majoring in English who elect a period course will be expected to complete both semesters of the course. Such students are also strongly advised to undertake successive period courses in the proper time sequence.

The comprehensive examination in English requires a detailed knowledge of three major periods of English literature. Supporting material may be chosen from other English courses numbered in the 20's, 30's, and 40's.

Students who plan to proceed to graduate work are reminded that virtually all graduate schools require a reading knowledge of both French and German, and many of the leading ones require a knowledge of Latin also, for the Ph.D. degree in English.

Requirements for Honors

Students whose work shows superior achievement will be invited to become honors candidates at the end of their junior year. Candidates for honors must achieve an overall average of 85 or better in English courses (including English 100) completed in their junior and senior years.

Each Honors candidate must submit a substantial paper which demonstrates his ability to handle critically and to present in scholarly fashion an acceptable literary subject. This paper must be in the hands of the chairman of the department not later than May 1st of the student's senior year. To be accepted for honors, this paper must, in the judgment of the English faculty, reveal superior achievement.

Final honors are awarded on the basis of achievement in courses, an honors project, and the comprehensive examination. High honors are granted on the further evidence of distinction in an oral examination.

HAVERFORD COLLEGE

11-12. READING AND WRITING ON HUMAN VALUES

Messrs. Lester, Quinn, Ridenour, Rose, Sargent, Satterthwaite, Smith;
Mrs. Berthoff, and Mrs. Kramer. Chairman: Mr. Satterthwaite

Tutorial instruction in writing. Readings in the humanities, centered on values in Western civilization. Weekly writing, based on reading program. Two class meetings and one tutorial meeting weekly.

14. THE ART OF POETRY

Mr. Quinn

The analysis and interpretation of selected poems in terms of tone, image, metaphor, diction, prosody, theme, symbol, and myth. Open only to freshmen not enrolled in English 12.

Enrollment limited.

16. THE ART OF FICTION

A concentrated study of selected works of fiction, employing such concepts as plot, character, setting, theme, style, mimesis, and point of view. Open only to freshmen not enrolled in English 12.

Enrollment limited.

21. GENERAL COURSE IN ENGLISH LITERATURE

Mr. Lester

Major figures in English Literature from the *Beowulf* poet to Milton (including Shakespeare).

22. GENERAL COURSE IN ENGLISH LITERATURE

Mr. Ridenour

Major figures in English Literature from Swift to Eliot.

23, 24. LITERATURE OF THE ENGLISH RENAISSANCE

Mr. Sargent and Mr. Satterthwaite

A critical study of poetry, prose, and drama from Skelton to Jonson, with some attention to Shakespeare. The first of the period courses designed primarily for students intending to major in literature.

25, 26. LITERATURE OF THE SEVENTEENTH CENTURY

A study of English literature from the metaphysical poets to Dryden, including Milton. Prerequisite: English 23, 24, or consent of the instructor.

Not offered in 1964-65.

27. AMERICAN LITERATURE TO WHITMAN

Mr. Smith

Chiefly devoted to Poe, Hawthorne, Melville; Emerson, Thoreau, Whitman.

28. AMERICAN LITERATURE FROM WHITMAN TO DREISER

Mr. Smith

Chiefly devoted to Whitman, Dickinson, Lanier; Twain, Howells, James; Melville, Crane, Dreiser.

31, 32. LITERATURE OF THE EIGHTEENTH CENTURY

Mr. Rose

A study of some of the major works of the century in prose, poetry, and drama from Pope to Coleridge, with attention to the rise of the novel. Prerequisite: Two courses in English beyond the freshman level, or consent of the instructor.

COURSES OF INSTRUCTION

33, 34. LITERATURE OF THE NINETEENTH CENTURY

Mr. Lester and Mr. Ridenour

A study of major literary works of the romantic and Victorian periods, from Byron to Shaw. Prerequisite: Two courses in English beyond the freshman level, or consent of the instructor.

35. BRITISH LITERATURE OF THE TWENTIETH CENTURY

Mr. Quinn

Selected writers in poetry, prose and drama. Prerequisite: Two courses in English beyond the freshman level.

Offered in 1964-65 and alternate years.

37. AMERICAN LITERATURE OF THE TWENTIETH CENTURY

Mr. Smith

Selected writers in poetry, prose and drama. Prerequisite: Two courses in English beyond the freshman level.

39. SHAKESPEARE

Mr. Sargent

Extensive reading in Shakespeare's plays. Prerequisite: English 21, 22, or 23, 24, or consent of the instructor.

40. CREATIVE WRITING

Mr. Rose

Practice in writing imaginative literature. Chiefly confined to prose fiction. Regular assignments, class discussions, and personal conferences. Prerequisite: Junior standing and consent of the instructor.

42. LITERARY THEORY AND CRITICISM

Mr. Rose

(Also called Philosophy 42)

A systematic exploration of various approaches to literature. Readings in aesthetics, criticism, and imaginative literature, with emphasis on the interdependence of theory and practice. Enrollment limited. Open to juniors, but priority to seniors.

49-50. EUROPEAN THOUGHT AND LETTERS, 1100-1600

Mr. Thompson

(Also called History 49-50)

History of ideas in the later Middle Ages and Renaissance, with emphasis on the relations between literature and the philosophical and religious developments of the epoch. Authors read include Abelard, Aquinas, Dante, Petrarch, Erasmus, More, Montaigne, Hooker, Bacon, and others. Students electing the course are expected to have some antecedent knowledge of European history and a reading knowledge of Latin or of a relevant modern language.

Offered in 1964-65 and alternate years.

61b. TOPICS IN VICTORIAN LITERATURE

Seminar discussions and independent critical studies. Prerequisite: English 32, and consent of the instructor. Limited to nine students. Priority to senior English majors.

Not offered in 1964-65.

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62. TOPICS IN EIGHTEENTH CENTURY LITERATURE

Advanced studies in poetry and prose of the eighteenth century. Seminar discussions; independent reading and critical essays. Prerequisite: English 31, 32 or consent of the instructor. Limited to nine students. Priority to English majors.

Not offered in 1964-65.

63. TOPICS IN ROMANTIC LITERATURE

Mr. Ridenour

Advanced studies in poetry and prose of the romantic period. Seminar discussions; independent reading and critical essays. Prerequisite: English 31, 32; or 33, 34; or consent of the instructor. Limited to nine students. Priority to senior English majors.

64. SEMINAR IN MILTON AND HIS AGE

Mr. Satterthwaite

A close study of Milton's complete poetry, for itself, in relation to its time, and to the tradition from which it derives. Selections from the prose works. Prerequisite: English 25, 26, or consent of the instructor.

65. CHAUCER AND THE CHAUCERIANS

Mr. Quinn

A study of the *Canterbury Tales*, *Troilus and Criseyde*, Chaucer's prose, and the work of Henryson and Dunbar. Prerequisite: senior standing and consent of the instructor. Seminar. Limited to nine students.

66. TOPICS IN SHAKESPEARE

Mr. Sargent

Close study of a few plays. Seminar. Prerequisite: English 23, 24, or 39, or consent of the instructor. Enrollment limited. Priority to senior English majors.

67b. TOPICS IN CONTEMPORARY LITERATURE

Mr. Quinn

Advanced studies of contemporary literature, British and American. Individual work. Prerequisite: Four semester courses in English (beyond 11-12) or consent of the instructor. Limited to nine students. Priority to senior English majors.

68. TOPICS IN AMERICAN LITERATURE

Chiefly devoted to advanced studies in American literature of the Eighteenth and Nineteenth centuries. Individual work. Prerequisite: English 25, 26 or 36, or consent of the instructor. Limited to nine students. Priority to senior English majors.

Not offered in 1964-65.

81, 82. PROJECTS

The Department

Project courses consist of individual study and writing, under the supervision of a member of the department. They are available only to advanced students and are offered only at the discretion of individual teachers. Applicants are expected to possess a competent knowledge of the general area in which they propose to undertake a project; they must present a detailed plan for the proposed project. Candidates for Honors are expected to undertake, in the last semester of the senior year, a project leading to the honors paper.

FRENCH

(See Romance Languages)

GENERAL COURSES

HUMANITIES 21-22. INTERPRETATION OF LIFE IN WESTERN LITERATURE

Mr. Butman, Mr. Foss, Mr. Satterthwaite, and Mr. Smith

A study in their entirety of selected literary and philosophic works which are great imaginative presentations of attitudes toward life. The course spans western culture from Homer to the present, and the readings are drawn from all the major literatures of the West, in the best available translations. Stress is laid on student involvement in issues raised by these books; consequently, the class work is handled entirely by the discussion method. Prerequisite: English 11-12.

HUMANITIES 45-46. INTERDEPARTMENTAL SEMINAR

Study of a literary genre or of the thought and letters of a particular period across national and linguistic boundaries. Individual students will be expected to take a leading part in the discussion of works falling within their major subjects. Faculty consultants will be called in from time to time to lecture or participate in the discussion of specialized topics. A reading knowledge of one foreign language relevant to the topic is required. Limited to 12 students. Prerequisite: consent of the instructor.

Offered in 1965-66 and alternate years.

PHYSICAL SCIENCE 36. HISTORY AND PHILOSOPHY OF SCIENCE

(Also called *Philosophy 36*)

Mr. Green

This course is designed for the non-science major and the science major alike. The rise of modern science is discussed against the background of 16th and 17th century thought. The history of mechanics is carried forward to the relativity theory, and the history of optics and atomic structure leads to the quantum mechanics. The development of our ideas as to the nature of science is described and the implications of such concepts as the relativity of space and time, the indeterminacy principle, and complementarity are discussed. Prerequisite: the consent of the instructor, or a year of college mathematics.

Offered in 1965-66.

SOCIAL SCIENCE 36. SEMINAR ON SOCIAL CONFLICT

Mr. Perloe and Philips Visitors

This course will present theoretical, experimental, and case study material dealing with social conflict. Four major areas will be covered: psychological aspects of social conflict, intergroup conflict with emphasis on interracial conflict in the United States, decision making in international conflict and diplomacy, and formal and mathematical aspects of conflict and conflict resolution. The course will be organized about a series of visits by experts in each of the areas covered; class meetings will be held between visits in order to integrate the material presented. Prerequisite: one year of social science and permission of the instructor.

Offered in 1964-65. Enrollment limited.

GERMAN

PROFESSOR HARRY W. PFUND, *Chairman*

ASSOCIATE PROFESSOR JOHN R. CARY

INSTRUCTOR GEORGE SALAMON

LECTURER CHARLOTTE ANDERSON

ASSISTANT GÜNTER KLABES

The main objective of the German course is twofold: 1) the acquisition of the language; 2) the study of the literature and civilization of which it is the medium. The courses are planned and conducted with the aim of enabling the individual student to fulfill most effectively his prospective needs. Hence provision is made for acquiring a practical speaking knowledge of the language as well as the ability to read it for undergraduate and post-graduate research, for which in many fields it is indispensable. An appreciation of German literature from the Middle Ages to the contemporary period is offered in a relatively wide range of courses.

All students offering German for entrance are placed at the level where they can presumably profit best by the course, according to a placement test given by the department.

German 11-12, 13-14, and 22 are primarily language courses. German 21 stresses literature, but combines this with practice in the language. The remaining courses are devoted largely to the history of German literature from the earliest times to the present, and to the intensive study of special periods and eminent authors. As much as possible, German is the language of the classroom. A language laboratory is available.

Opportunity is given to students who complete German 11-12 or German 13-14 with distinction to advance rapidly into higher courses by passing a special examination on a prescribed program of collateral reading.

Residence in the German House (Yarnall House) and participation in the German Club afford an opportunity for supplementary oral practise.

Students who might profitably spend their junior year in Germany are encouraged by the department to apply for admission to the institutions sponsoring foreign study groups.

Students majoring in German are encouraged to spend a summer in Germany or in a German speaking country. Foreign summer schools and projects sponsored by the American Friends Service Committee and other organizations offer exceptional opportunities in this regard.

Major Requirements

German 22, 23-24, 26, 31, 36 and 100.

Supporting courses to be arranged in conference with the Major Supervisor.

A comprehensive examination covering: 1. The German language; 2. History of the German language; 3. German literature; 4. German history, 800-1945; and 5. A special period, literary movement, or author.

Requirements for Honors

Students who are considered qualified to become candidates for Final Honors will be required to complete one additional semester course in German beyond the minimum major requirements and to present an extensive thesis indicating thorough knowledge of one outstanding author or of a well-defined topic dealing with at least one literary period. A further requirement will be an oral examination following superior achievement in the comprehensive examinations.

11-12. ELEMENTARY GERMAN

Staff

The aural-oral method is emphasized. Reading is stressed increasingly as the course progresses.

13-14. INTERMEDIATE GERMAN

Staff

Important aspects of grammar are reviewed in the first semester. Works of modern authors are read and discussed throughout the year. Oral and written command of the language is stressed. Prerequisite: German 11-12 or the equivalent.

21. READINGS IN GERMAN LITERATURE

Mr. Salamon

Prose and poetry, essay and fiction from various periods. Discussion, reports, papers, lectures in German. Not a survey course. Prerequisite: German 13-14 or the equivalent.

22. ADVANCED COMPOSITION AND CONVERSATION

Mr. Salamon

The acquisition of an idiomatic command of spoken and written German is stressed. The work will focus on literary works and topics, but the emphasis will be on the mastery of the language. Prerequisite: German 21 or the equivalent.

23-24. THE AGE OF GOETHE

Mr. Pfund

Lectures and discussions on, and readings of, the chief works of Goethe (exclusive of *Faust*), Schiller, and certain of their contemporaries with a view to an understanding of the periods of Enlightenment, Storm and Stress, Classicism, and the beginnings of Romanticism. Emphasis upon literary and aesthetic appreciation and cultural backgrounds. Prerequisite: German 21 or the equivalent.

Offered in 1964-65.

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26. NINETEENTH CENTURY

Mr. Cary

The significant German literary developments of the period beginning with Heine and culminating in the major representatives of *Realismus*. Emphasis will be placed on the Novelle and the drama. Prerequisite: German 21.

Offered in 1965-66 and alternate years.

31. GERMAN ROMANTICISM

Mr. Cary

Romanticism as the dominant movement in German literature in the first third of the nineteenth century. Prerequisite: German 23-24 or consent of the instructor.

Offered in 1964-65 and alternate years.

33. GERMAN LYRIC POETRY

Mr. Pfund

Lyricists from Walter von der Vogelweide to contemporary poets are read and discussed with emphasis on Goethe, Hölderlin, the Romanticists, Mörike, George, Hofmannsthal and Rilke. Prerequisite: At least one course beyond German 21.

Not offered in 1964-65.

36. HISTORY OF GERMAN LITERATURE FROM ITS ORIGINS TO THE SEVENTEENTH CENTURY

Mr. Pfund

Lectures in German, with collateral reading in modern German of the *Nibelungenlied*, Hartmann von Aue, Wolfram von Eschenbach, Gottfried von Strassburg, and others. Discussion, written and oral reports. Prerequisite: German 23-24 or permission of the instructor.

Offered in 1965-66.

37. FAUST

Mr. Pfund

An intensive study of Goethe's *Faust* in the original. Consideration is given to kindred works in European literature. Prerequisite: At least one course beyond German 21.

Offered in 1965-66.

42. ADVANCED TOPICS IN GERMAN LITERATURE I

Mr. Cary

Topic for 1964-65: Heine. Prerequisite: Consent of the instructor. This course may be repeated for credit with change of content.

44. ADVANCED TOPICS IN GERMAN LITERATURE II

Mr. Pfund

Topic for 1964-65: Brecht, Dürrenmatt, Frisch. Prerequisite: Consent of the instructor.

Offered in 1964-65.

81 or 82. SPECIAL PROJECTS IN GERMAN LITERATURE

Mr. Pfund and Mr. Cary

Individual work in various fields of German culture, such as literary theory, Middle High German, Baroque literature and contemporary literature. Prerequisite: At least one course beyond German 21. This course may be repeated for credit with change of content.

HISTORY

PROFESSOR WALLACE T. MACCAFFREY, *Chairman*

PRESIDENT HUGH BORTON

PROFESSOR CRAIG R. THOMPSON

PROFESSOR EDWIN B. BRONNER

ASSISTANT PROFESSOR JOHN P. SPIELMAN, JR.

ASSISTANT PROFESSOR ROGER LANE

The courses in history are designed to give some conception of the development of the civilizations which exist in Europe, in the Near East, in East Asia, and in the United States today. Since history is the story of what men have done, it is related to every other field in the curriculum, but the limitation of time forces a selection of those aspects of human activity which can be treated in any course. An attempt is made to give a reasonably rounded view of those developments which are deemed most important in the period under consideration as a background for understanding other subjects in the fields of the humanities and the social sciences. With a variation of emphasis in each course, caused in part by the nature of the growth of civilization in the period and in part by the amount and the kind of historical evidence which has survived, attention is given to such phases of development as the political, constitutional, social, economic, religious, and intellectual. History 11-12 is intended to be an introductory course, and, although it is not a prerequisite for the election of any other course in the Department, it is required for those who major in history.

The study of history provides a background against which current problems of internal and external policies may be viewed to advantage. It also helps to develop critical standards for the evaluation of evidence which can often be applied in forming opinion with regard to the solution of such problems. Finally, it is useful as a foundation for professional studies not only in history but also in such subjects as public administration, journalism and law.

Major Requirements

History 11-12 and four other full year courses (or three full year courses and two half year courses) in history; History 100.

Two full year courses or their equivalent in related departments.

Majors in history must take at least one year course in each of three of the following fields: 1) Ancient History, 2) Medieval European History, 3) Modern European History, 4) American History. There will be a written comprehensive examination of three hours in one of these fields, chosen by the student as his area of concentration,

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and written comprehensive examinations of ninety minutes each in two other fields, one of which may be East Asian History or the Modern Near East. Majors concentrating in Ancient History are required to have a competence in Latin or Greek; those in Medieval History in French or German; those in Modern European History in French or German.

Requirements for Honors

Majors in history may become candidates for Honors if, at the end of their junior year, they have an average of 85 or above in history courses and an overall average of at least 82. Honors candidates must complete a research project (of either one or two semesters) in the senior year and must submit it for consideration by the department not later than May first. Final Honors will be awarded on the basis of performance on the research project and the comprehensive examinations.

11-12. INTRODUCTION TO WESTERN CIVILIZATION

Mr. MacCaffrey, Mr. Lane, and Mr. Spielman

A study of western European civilization from the fall of Rome to the present. The course will be concerned with the principal institutions and with the major intellectual currents in western European history. Firsthand materials as well as secondary historical accounts will be the basis for conference discussion.

Open to freshmen and sophomores only.

19-20. CLASSICAL CIVILIZATION: HISTORY AND LITERATURE

(Also called Classics 19-20)

Mr. Kennedy

Study of the significant events and trends of ancient history and of works of Greek and Latin literature in English translation.

Not offered in 1964-65.

21-22. AMERICAN HISTORY

Mr. Lane

American History from colonial times to the present.

23-24. MEDIEVAL HISTORY

Mr. MacCaffrey

A survey of European development from the fall of Rome to about 1300. Occasional lectures, extensive reading, papers and discussion, with a final examination. Admission by permission of the instructor. A reading knowledge of French or German is required.

Offered in 1965-66 and alternate years.

25-26. MODERN EUROPEAN HISTORY

Mr. Spielman

The main currents of European institutional developments from the French Revolution. Class discussion with occasional lectures, frequent papers. A reading knowledge of one modern European language is required.

27. FORMATION AND GROWTH OF CLASSICAL CHRISTIAN THOUGHT

(See Religion 27)

COURSES OF INSTRUCTION

28. CURRENTS IN THEOLOGICAL THOUGHT SINCE 1300 A.D.

(See Religion 28.)

29. SEMINAR IN GREEK CIVILIZATION

Mr. Scott

(Also called Classics 29)

Reading in translation of extensive portions of Greek literature, together with study of the history of the age. Seminar papers will offer opportunities to individual students to emphasize either literature or history. Topic for 1964-65: Greek Historiography. May be repeated for credit, with change of content.

Offered in 1964-65 and alternate years.

30. SEMINAR IN ROMAN CIVILIZATION

Mr. Scott

(Also called Classics 30)

Reading in translation of extensive portions of Roman literature, together with study of the history of the age. Seminar papers will offer opportunities to individual students to emphasize either literature or history. Topic for 1964-65: Roman Historiography. May be repeated for credit, with change of content.

Offered in 1964-65 and alternate years.

33-34. THE POLITICAL AND CONSTITUTIONAL HISTORY OF MEDIEVAL ENGLAND

Mr. MacCaffrey

A survey of British historical development from the coming of the Anglo-Saxons to the end of the Middle Ages. Although primarily political and constitutional, the course will include consideration of major economic and social trends as well. Extensive reading both in sources and secondary works and seminar papers given by students will form the basis for conference discussion.

Offered in 1964-65 and alternate years.

35-36. THE POLITICAL AND CONSTITUTIONAL HISTORY OF MODERN BRITAIN

Mr. MacCaffrey

A study of British history from the end of the Middle Ages, including economic, social, and intellectual development. Extensive reading with frequent papers and class discussion.

Offered in 1965-66 and alternate years.

37-38. MODERN HISTORY OF EAST ASIA

Mr. Borton

A study of the international, political, social, and economic developments in eastern Asia, from the early part of the 19th century to the present. Special emphasis will be given to a comparison of the processes of modernization of China, Korea, and Japan.

40. HISTORY AND PRINCIPLES OF QUAKERISM

Mr. Bronner

(Also called Religion 40)

The Quaker Movement is studied in relation to other intellectual and religious movements of its time, and in relation to problems of social reform. The develop-

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ment of the dominant Quaker conception is traced to the present day and critically examined. The course is designed for non-Friends as well as for Friends. Open without prerequisite to sophomores, juniors, and seniors.

41. TOPICS IN PRE-CIVIL WAR AMERICAN HISTORY Mr. Lane
Class discussion and papers based on readings in the sources and secondary works. May be repeated for credit with change of content. Permission of the instructor is required. Topic for 1964-65: the Jacksonian era.
42. TOPICS IN POST-CIVIL WAR AMERICAN HISTORY Mr. Lane
Class discussion and papers based on readings in the sources and secondary works. May be repeated for credit with change of content. Permission of the instructor is required. Topic for 1964-65: the Progressive era.
- 43-44. HISTORIOGRAPHY Mr. MacCaffrey
A study of major historians from classical times to the present, followed by a survey of historical theorists and schools of the last century. Reading, discussion, and papers. Open to juniors and seniors with permission of the instructor. Prerequisite: History 11-12.
Not offered in 1964-65.
- 45-46. GERMANY AND CENTRAL EUROPE, 1500 TO THE PRESENT Mr. Spielman
The evolution of modern Germany from the Protestant Reformation to the present. Particular attention will be given to the historical background of modern political and ideological conflicts in Central Europe. Extensive reading and reports will be the basis for class discussion. A reading knowledge of German is required.
Offered in 1964-65 and alternate years.
- 47-48. THE FRENCH REVOLUTION AND NAPOLEONIC EUROPE Mr. Spielman
The Old Régime and French society before 1789, the course of the Revolution in France, its consequences for the rest of Europe and the Napoleonic Empire to 1815. Class discussion and papers based on readings in the sources and interpretive works. A reading knowledge of French is required.
Offered in 1965-66 and alternate years.
- 49-50. EUROPEAN THOUGHT AND LETTERS, 1100-1600 Mr. Thompson
(Also called English 49-50)
History of ideas in the later Middle Ages and Renaissance, with emphasis on the relations between literature and the philosophical and religious developments of the epoch. Authors read include Abelard, Aquinas, Dante, Petrarch, Erasmus, More, Montaigne, Hooker, Bacon, and others. Students electing the course are expected to have some antecedent knowledge of European history and a reading knowledge of Latin or of a relevant modern language.
Offered in 1964-65 and alternate years.

COURSES OF INSTRUCTION

51. TOPICS IN REGIONAL HISTORY

Mr. Bronner

A study of the institutional and cultural developments of the Delaware Valley beginning with the pre-colonial period. The history of Pennsylvania both as a colony and as a state will be emphasized. Students will prepare research papers based upon the rich manuscript resources available in this region.

53-54. TOPICS IN THE HISTORY OF THE MODERN NEAR EAST

Mr. Silvera

A survey of the development of the Arab world and Turkey in the nineteenth and twentieth centuries with special emphasis on political and intellectual history and the social structure of the emerging Arab states. The legacy of Islam, the decline of the Ottoman Empire, the impact of the west and the rise of Arab nationalism are among the topics considered. Open to sophomores, juniors, and seniors.

Offered in 1964-65 and alternate years. (Offered at Bryn Mawr as History 210.)

81, 82. PROJECT COURSES IN HISTORY

Members of the Department

HISTORY OF ART

INSTRUCTOR STEPHEN PEPPER

Under the co-operative arrangement between the Colleges, Haverford students who wish to take advanced courses in History of Art may do so at Bryn Mawr College.

21, 22. INTRODUCTION TO THE HISTORY OF ART

Mr. Pepper

This course in the history of western art provides an introduction to the disciplines of art history. It exercises the student's visual perception of works of art, encourages intelligent investigation of the means of artistic expression, and provides historical perspective for an understanding of the achievements of western architects, sculptors, and painters. Assignments include short papers on original works of art in the Philadelphia area.

MATHEMATICS

ASSOCIATE PROFESSOR DALE H. HUSEMOLLER, *Chairman*

ASSOCIATE PROFESSOR NORMAN STEIN

INSTRUCTOR ROBERT E. GEOGHAN

INSTRUCTOR JERROLD N. SIEGEL

The aims of courses in mathematics are: (1) to promote rigorous thinking in a systematic, deductive, intellectual discipline; (2) to present to the student the direction and scope of mathematical developments; (3) to foster technical competence in mathematics as an aid to the better comprehension of the physical, biological, and social sciences; and (4) to guide and direct the mathematics majors toward an interest in mathematical research.

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The following sequences are open to qualified entering students: 13, 14; 13, 18; and 13, 14, 18. Students will be sectioned according to their previous background. Students with the equivalent of one or two semesters of college calculus may be admitted to Mathematics 21 upon consent of the department.

The more advanced courses cover work in the fields of analysis, algebra and topology. The student majoring in the department extends his studies into all of these areas.

A program consisting of Mathematics 13, 14, 21, 22 and Mathematics 31 through 36 is especially suited for the needs of the physical sciences, while Mathematics 18 deals with those concepts of statistics and probability which are fundamental to the biological and social sciences.

Major Requirements

Mathematics 21, 22, 31, 32, 33, 34, 35, 36, 100, and either 61, 62, or 63, 64. Recommended collateral courses are Physics 13, 14, 15, 16, 41, 42, 48; Astronomy 45, 46, Economics 24 or, for prospective Actuaries, Economics 11, 12, 23.

Prescribed parallel reading on the history and general principles of mathematics. Two written comprehensive examinations, each three hours in length.

It is recommended that facility in reading French and German be acquired early in the college course.

Requirements for Honors

A student may be awarded Honors in mathematics on the basis of course work in mathematics, performance on the comprehensive examinations, an additional oral examination, and general evidence of superior ability, initiative, and interest in the study of mathematics.

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| 13. LINEAR ALGEBRA AND DIFFERENTIAL CALCULUS | Staff |
| Vector spaces, linear transformations, and matrix manipulations. Differential calculus of vector and scalar functions and partial derivatives. Linear differential equations. | |
| 14. INTEGRAL CALCULUS AND GEOMETRY | Staff |
| Integration in one, two, and three dimensions. Sequences and series of numbers and functions. More differential equations. Groups of motions of the plane and n-space. Prerequisite: Mathematics 13. | |
| 18. PROBABILITY AND STATISTICS | Staff |
| Introduction to probability with applications to statistics. Least squares approximations. General properties of distribution functions. Prerequisite: Mathematics 13. | |

COURSES OF INSTRUCTION

21. ANALYSIS

Mr. Husemoller

The first course in axiomatic mathematics. Some intuitive set theory, axiomatic approach to the real numbers, metric spaces, and applications to the classical theorems of calculus. Prerequisite: Mathematics 13, 14 or the consent of the department.

22. LINEAR ALGEBRA

Mr. Husemoller

Generalities on modules. Structure of modules over fields and principal rings. Decomposition of linear transformations. Multilinear algebra. Prerequisite: Mathematics 21.

31, 32. MANIFOLDS

Mr. Husemoller

Inverse function theorem and fundamental existence theorem for differential equations in the geometric setting of manifolds. Embedding of manifolds. Morse theory. Topics drawn from Riemannian geometry, differential topology, Lie groups, and symmetric spaces. Prerequisite: Mathematics 21, 22.

33, 34. ALGEBRA

Mr. Husemoller and Mr. Geoghan

Topics will be drawn from field theory, ideal theory of commutative rings, group theory, structure of rings. Examples to illustrate the theory will be drawn from Mathematics 22. Prerequisite: Mathematics 22.

35, 36. TOPOLOGY

Mr. Stein

General topology. Homotopy theory and fibre bundles. Singular homology theory. Prerequisite: Mathematics 21, 22.

42a. BOUNDARY VALUE PROBLEMS OF MATHEMATICAL PHYSICS

(Also called *Physics 42a*)

Mr. Green

Orthogonal functions, perturbation theory, the calculus of variations, integral transforms, and iterative procedures are employed to solve boundary value problems expressed in the form of differential or integral equations. Such functions as Legendre, associated Legendre, Bessel, hypergeometric, and confluent hypergeometric are employed. Attention is given to numerical and machine methods. An introduction to Sturm-Liouville theory is presented. Examples are chosen from such fields as heat conduction, classical and quantum mechanics, acoustics, aerodynamics, electromagnetic theory, and radiative transfer. Prerequisite: Mathematics 21; Physics 13, 14.

Offered in 1964-65 and alternate years.

61, 62. SPECIAL TOPICS IN ALGEBRA AND TOPOLOGY

Mr. Stein

Content varies from year to year to fit student needs.

63, 64. SPECIAL TOPICS IN GEOMETRY AND ANALYSIS

Mr. Siegel and Mr. Husemoller

Content varies from year to year to fit student needs.

MUSIC

PROFESSOR WILLIAM H. REESE, *Chairman*

ASSISTANT PROFESSOR JOHN H. DAVISON

LECTURER ANTHONY KOOKER

The courses offered in music have as their objectives (1) the mastery of music materials and theory through the disciplines of counterpoint, harmony, and analysis, and subsequently (2) the stimulation of the creative energies of the student through musical composition, (3) a knowledge of the styles and literature of a great art with its interrelation of trends, influences, aesthetic principles, personalities and creative processes in musical creation over the centuries, and (4) the development of perceptive listening and refined hearing in connection with the aims stated above. The furthering and strengthening of the disciplines of music and of music history is of value both to the general student and to the student with specialized musical interest and talent. For the latter, instruction in instrument or voice can be arranged independently, or under the Arts and Service Program (see page 117). Advanced and specialized work in musicology is available in the form of supplementary courses at Bryn Mawr and Swarthmore colleges and the University of Pennsylvania. At Haverford the program seeks in part to stimulate free composition in the vocal and instrumental forms with a view to public performance of a successfully completed work.

Major Requirements

A rounded course of study of music includes (1) work in theory, possibly embracing composition, (2) the study of music history, and (3) direct expression in music through the medium of instrument or voice. The music major will work in both academic fields of theory and history, specializing in one of them.

Required courses: For specialization in music theory and composition: Music 11 or 12, 13-14, 23, 24, 31 or 32, 33, 81, 82, 100. For specialization in music history: Music 11 or 12, 13-14, 23 or 24, 31, 32, 81, 82, 100.

Supporting courses are to be arranged in such related fields of the humanities, history, language, history of art and others, as may be approved by the department.

In addition the music major is expected to reveal a proficiency and interest in instrumental playing and/or choral singing to the degree of participating actively in public performances from time to time during his college career. This will assure his having a direct experience with the living practice of a creative art.

The comprehensive examination for majors will consist of:

for those specializing in music theory and composition: (1) the completion by the candidate of a musical composition for instruments or voices in one of the larger forms, (2) an examination in music history, (3) a small composition, theoretical analysis, and exercises to be completed during the examination period;

for those specializing in music history: (1) an examination in music history, (2)

COURSES OF INSTRUCTION

analysis of a work and other exercises involving theoretical musical knowledge, (3) the completion of a paper on an assigned subject in music history.

Requirements for Honors

The Honors candidate must perform satisfactorily in all required courses for music majors, and submit (a) in the case of specialization in composition, an orchestral composition of considerable stature showing creative talent as well as technical craftsmanship, and hence worthy of a public performance, or (b) in the case of specialization in music history, a successfully completed project in musicological research, demonstrating mastery of the tools of musicological research and involving original thought, and showing ability in the creative interpretation of assorted materials bearing on a specific subject.

11. INTRODUCTION TO MUSIC HISTORY

Mr. Reese

A study of the principal forms of musical literature of the 17th, 18th, and 19th centuries. No previous knowledge of music is required.

12. SURVEY OF MUSIC HISTORY

Mr. Reese

A historical survey of the development of musical thought from the plainsong era to contemporary idioms. This course complements Music 11, but may be taken without it. No prerequisite.

13-14. ELEMENTARY MUSIC THEORY

Mr. Kooiker

The basic materials of music—melody, scales, intervals, chords, meter and rhythm. Counterpoint in two and three parts and harmony in four parts will be studied and implemented by ear-training, dictation, and sight-singing. Previous instruction or experience in some aspect of music is desirable.

23, 24. ADVANCED THEORY AND COMPOSITION

Mr. Kooiker

A continuation of Music 13-14, involving ear-training, keyboard harmony, sight-singing, analysis, and composition, along with an introductory study of strict counterpoint as exemplified in the vocal style of the sixteenth century. In the second semester pieces are written in the eighteenth-century forms of the chorale-prelude, fugue, suite, and sonatina. Successful student compositions will be performed at demonstration concerts. Prerequisite: Music 13-14 or the equivalent.

31, 32. SEMINARS IN MUSIC HISTORY

Mr. Reese and Mr. Kooiker

The detailed study of certain epochs in music history or of the works of individual composers having special significance in the history of music. The content of Music 31, 32 will be altered from year to year so that a diversity of subject matter will be available. It may be repeated, for credit, with change of content. Prerequisite: Music 11 or 12 or the equivalent.

Topics for 1964-65: Music 31. Music of the Vienna Classicists:
opera, chamber music, symphony.

Mr. Reese

Music 32. The sonata form in
piano literature.

Mr. Kooiker

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33. SEMINAR IN MUSICAL COMPOSITION

Mr. Kooiker

Continuation of composition in small forms, with emphasis on the contemporary musical language. Representative twentieth century pieces will be discussed and analyzed, and the student will, in his own compositions, explore such areas of style and technique as modality, synthetic scales, secundal and quartal harmony, total chromaticism, irregular meter, and jazz harmony. Prerequisite: Music 24 or the equivalent.

81, 82. PROJECTS IN MUSIC

Mr. Reese and Mr. Kooiker

PHILOSOPHY

PROFESSOR FRANCIS H. PARKER, *Chairman*

ASSOCIATE PROFESSOR PAUL J. R. DESJARDINS

ASSISTANT PROFESSOR LOUIS ARYEH KOSMAN

The philosophy curriculum has three major aims. In the first place, it attempts to help each student develop a more coherent and responsible attitude toward life and the world by means of a confrontation with the thought of great philosophers of the past and present. The student is introduced to philosophical treatments of such problems as the nature of individual and social man, the nature of the world in which he lives, and the nature of his apprehension of and response to that world. Secondly, the philosophy curriculum is meant to help each student acquire philosophical materials and skills which supplement and help integrate his other studies, whether in the arts, and social sciences, the natural sciences, or religion. Finally the philosophy curriculum is designed to offer certain students a foundation in knowledge and technique for further studies in philosophy or related fields at the graduate level.

Major Requirements

Philosophy 11-12, 98, 100, and eight other semester courses approved by the major supervisor, four from the philosophy department and four from some other department or departments closely related to the student's special study in philosophy.

A written comprehensive examination in three parts: three hours on the history of philosophy; three hours on topics *either* in ethics, social and political philosophy, and philosophy of religion *or* in logic, theory of knowledge, and philosophy of science; and three hours on one major philosopher chosen by the student with the approval of the major supervisor.

COURSES OF INSTRUCTION

Requirements for Honors

Honors in philosophy are awarded for special work of high quality, usually in the form of a thesis, on an important topic, problem, or philosopher approved by the major supervisor. One or more project courses may be used toward this end. Honors will not be given unless the candidate has an average grade of at least 85 in the comprehensive examination; High Honors require an average of at least 90.

11-12. HISTORICAL INTRODUCTION TO PHILOSOPHY Staff

An understanding of the nature and functions of philosophy and its relations to other fundamental human concerns such as religion, the sciences, and the arts is sought through a study of selected works of certain of the great philosophers in western history. No prerequisite. Closed to juniors and seniors except in very special cases.

15. PHILOSOPHY EAST AND WEST Mr. Desjardins

A study of selected philosophical classics from both oriental and occidental thought. No prerequisite.

16. LOGIC Mr. Kosman

The principles of valid inference and their application to reasoning in everyday life and in the sciences; the syllogism and other types of formal reasoning, the nature of proof, the detection of fallacies; introduction to the logic of scientific methods and to contemporary developments in symbolic logic. No prerequisite.

18. NORMATIVE ETHICS Mr. Desjardins

A study of several major philosophical proposals concerning the fundamental norms which ought to govern human life. Prerequisite: one semester of philosophy or permission of the instructor.

21. ETHICAL THEORY Mr. Parker

A study of the nature of moral value and moral judgments with special attention to recent meta-ethics. Prerequisite: Philosophy 11-12 or 18 or permission of the instructor.

23. ARISTOTLE Mr. Kosman

A study of a selection of the primary works of Aristotle. Prerequisite: Philosophy 11 or permission of the instructor.

Offered in 1964-65 and alternate years.

25. MEDIEVAL PHILOSOPHY Mr. Desjardins

A study of selected texts from the medieval philosophers, especially Augustine and Aquinas. Prerequisite: Philosophy 11 or permission of the instructor.

Offered in 1965-66 and alternate years.

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26. **BRITISH EMPIRICISM** Mr. Parker
A study of the development of philosophical empiricism from Bacon through Hume with special emphasis on Locke, Berkeley, and Hume. Prerequisite: Philosophy 11-12 or permission of the instructor.
Offered in 1964-65 and alternate years.
27. **CONTINENTAL RATIONALISM** Mr. Parker
A study of the development of philosophical rationalism from Descartes through Occasionalism, Spinoza, and Leibniz. Prerequisite: Philosophy 11-12 or permission of the instructor.
Offered in 1964-65 and alternate years.
29. **RELIGIOUS IDEAS IN MODERN CULTURE**
(See Religion 29)
31. **ANCIENT AND MEDIEVAL POLITICAL THOUGHT** Mr. Diamant
(See Political Science 31)
32. **MODERN POLITICAL THEORY** Mr. Diamant
(See Political Science 32)
33. **PRE-SOCRATIC PHILOSOPHY** Mr. Desjardins
Five periods a week.
A study of the extant texts of the pre-Socratic philosophers in their mytho-poetic context. Prerequisite: Permission of the instructor.
Offered in 1964-65 and alternate years.
34. **PLATO** Mr. Desjardins
A study of a selected group of the dialogues. Prerequisite: Philosophy 11 or permission of the instructor.
Offered in 1964-65 and alternate years.
35. **PHILOSOPHY OF RELIGION** Mr. Slater
(See Religion 35)
36. **HISTORY AND PHILOSOPHY OF SCIENCE** Mr. Green
(See Physical Science 36 under General Courses)
37. **MODERN ANALYTIC PHILOSOPHY** Mr. Kosman
A study of the historical and theoretical development of analytic philosophy in England and America. Selected writings of Russell, Wittgenstein, Ayer, Wisdom, and others, with special emphasis on theory of language. Prerequisite: Philosophy 11-12.
Offered in 1965-66 and alternate years.

COURSES OF INSTRUCTION

39. AMERICAN PHILOSOPHY Mr. Parker
A study of selected texts representing various types of philosophical idealism, pragmatism, and realism as they developed in America between the Civil War and World War II. Prerequisite: Philosophy 11-12 or permission of the instructor.
Offered in 1965-66 and alternate years.
40. KANT Mr. Kosman
A study of selected major texts with special emphasis on the first *Critique*. Prerequisite: Philosophy 11-12 or permission of the instructor.
Offered in 1965-66 and alternate years.
41. RECENT AND CONTEMPORARY PHILOSOPHICAL PROBLEMS Mr. Kosman
A study of recent and contemporary treatments of philosophical problems in Europe and America. Offered annually with variable content. Prerequisite: Philosophy 11-12.
42. LITERARY THEORY AND CRITICISM Mr. Rose
(See English 42)
44. METAPHYSICS AND EPISTEMOLOGY Mr. Parker
A study of the nature and possibility of theories of reality and fundamental presuppositions of knowledge and action. Prerequisite: Philosophy 11-12 or permission of the instructor.
Offered in 1965-66 and alternate years.
- 81, 82. PROJECT COURSES Staff
Individual consultation connected with independent reading and research. Prerequisite: Permission of the instructor.
98. SENIOR SEMINAR Staff
Seminar meetings, organized in connection with Philosophy 100, aimed at helping senior philosophy majors achieve greater comprehension and comprehensiveness with regard to the history of philosophy and selected figures and topics. Open only to senior philosophy majors.

PHYSICAL EDUCATION

PROFESSOR ROY E. RANDALL, *Chairman*

PROFESSOR WILLIAM DOCHERTY, JR.

ASSISTANT PROFESSOR ERNEST J. PRUDENTE

Courses in physical education are arranged in accordance with the plan for all-year physical training in the freshman, sophomore, and junior years. The aim of this plan is to make possible active participation in athletics for the

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majority of students at Haverford College, with emphasis on the sports with carry-over value. Each student is required to take, during his first three years, nine terms (fall, winter, spring) of physical education. However, one course in the Arts and Service Program (see pp. 117-119) may be substituted for physical education during the sophomore year, and two courses during the junior year.

The intercollegiate program consists of varsity and sub-varsity schedules in 13 sports: football, soccer, cross country, basketball, fencing, swimming, wrestling, cricket, baseball, track, golf, tennis and sailing. Participation in these activities may be substituted for the physical education requirement.

Evidence of satisfactory physical condition is required by the department before a student is permitted to participate in any aspect of the program. A swimming test is given to all entering students. This test must be passed by all students before graduation. Swimming instruction is given in the gymnasium pool during the fall and spring.

The outdoor facilities include: Walton Field for football and track with a 440-yard oval and a 220-yard eight lane straight-away cinder track; the Class of 1888 and Merion Fields for soccer, both of which are used for baseball and softball in the spring; a skating pond; Cope Field for cricket; an athletic field presented by the class of 1916; a baseball field presented by the class of 1922, used also for soccer in the fall; and fifteen tennis courts, six of which are all-weather. There are two dinghies available during the spring and fall for those who have been granted permission to sail.

Indoor facilities include the Gymnasium and Alumni Field House. The basement of the gymnasium contains dressing rooms, showers, lockers, a swimming pool, wrestling room and training room. Through the generosity of the Class of 1928 it has been possible to provide additional locker and dressing facilities, a new stock room, and a laundry and drying room. A regulation basketball court is on the main floor, with hand ball and badminton courts. On the upper floors are dressing facilities for officials and instructors, and department offices.

Alumni Field House, donated by alumni and friends of the college, became available in 1957 and provides ideal facilities for the further development of the athletic program. This "indoor playing field" includes a 7-lap track, with areas for field events, a dirt area 120' by 120' for outdoor events under cover, a batting cage for baseball and cricket, nets for golf, a wooden area 120' by 120' with two basketball courts, two tennis courts, and seating capacity for 1000 spectators.

PHYSICS

PROFESSOR LOUIS C. GREEN, *Chairman*

PROFESSOR FAY AJZENBERG-SELOVE

ASSOCIATE PROFESSOR WILLIAM C. DAVIDON

ASSISTANT PROFESSOR CHARLES H. HOLBROW

The physics curriculum acquaints students with the physical universe, introduces them to the concepts and theories which are now fundamental in science, and provides them an opportunity for firsthand experimental investigations. For the student with professional aims in science, the department offers a program of study which leads to a strong major in physics, providing sound preparation for graduate work.

Students of astronomy, biology, chemistry, mathematics and other disciplines will find the general physics course, Physics 13, 14, valuable preparation for their subsequent work. Physics 13, 14 is ordinarily taken in the sophomore year by those not intending to major in physics, after completion of freshman mathematics. However, students who plan to major in physics are advised to take Physics 13, 14 in their freshman year. Individuals with a strong background in high school physics and mathematics and who plan to continue with additional work in physics may arrange to omit Physics 13, 14, and begin directly with Physics 15, 16 in their freshman year.

In its program of studies for physics majors, the department desires to stimulate a maximum of independent thought and initiative consistent with a thorough development of understanding; to this end, a sequence of three two-semester courses is provided, consisting successively of mechanics, electromagnetism, and atomic and nuclear physics. In addition, a year of course work and a year of individual research, Physics 81, 82, is completed at a senior level. Physics 81, 82 offers opportunity to conduct an extended individual investigation with training in the mastery of theory and experiment, and with emphasis upon independent work and the ability to express oneself clearly both orally and in writing on the subject of investigation. Physics 81, 82 is not, however, limited to students majoring in physics; it may be elected by others after consultation.

Major Requirements

Physics 15, 16; 23, 24; 31, 32; 81, 82; 100; two additional semester courses selected from Physics 41, 42, 46, 47, 48, and Engineering 44; mathematics through differential

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equations. It is strongly recommended that majors take two courses selected from the fields of astronomy, biology and chemistry.

A written comprehensive examination on physics treated as a unified discipline, designed to test each individual's ability to correlate his knowledge.

Requirements for Honors

The granting of Honors in physics will be based upon excellence (an average of 85 or better) in course work, the quality of performance in the senior project course (Physics 81, 82), the results of an oral examination on the thesis and related topics in Physics 82, and the comprehensive examinations (Physics 100).

13, 14. GENERAL PHYSICS

Mr. Holbrow

Four hours, including one laboratory period a week.

An introduction to the fundamental concepts of mechanics, wave motion, heat, electricity and magnetism, and quantum phenomena; freshmen are admitted only with consent of the instructor. Algebra and trigonometry are essential, and some familiarity with calculus is useful. Prerequisite: Mathematics 13, 14 (which may be taken concurrently) or consent of the instructor.

15, 16. MECHANICS

Mrs. Selove

Four hours, including one laboratory period a week.

Kinetics and dynamics of particle and wave motion, including energy, momentum, and angular momentum considerations; analysis of constrained motions, motion in conservative fields, scattering, and coupled harmonic oscillators; introduction to action principles, the virial theorem, properties of phase space; study of the motion of rigid and elastic bodies and fluids; applications of vectors, linear algebras, and calculus. Prerequisite: Physics 13, 14 or consent of the instructor.

23, 24. ELECTRICITY AND MAGNETISM

Mr. Davidson

Four hours, including one laboratory period a week.

Linear circuits and their D.C., A.C., and transient responses are studied to introduce the interrelationships among the fundamental electric and magnetic quantities. Maxwell's equations are used to provide a unified basis for the study of both static and time dependent electric and magnetic fields. Methods of Fourier analysis and multipole expansions are developed. Topics in geometrical and physical optics such as reflection and refraction, as well as wave propagation, interference, diffraction, and polarization, are included in the discussion of electromagnetic radiation. Prerequisite: Physics 15, 16 or consent of the instructor.

31. ATOMIC AND NUCLEAR PHYSICS

Mr. Holbrow and Mrs. Selove

Four hours, including one laboratory period a week.

Atomic and nuclear phenomena are described and interpreted in terms of classical and semi-classical models. Concepts and systematics of these phenomena are studied. Also experiments revealing the need for modification of the assumptions of classical mechanics are studied and performed. Prerequisite: Physics 13, 14.

COURSES OF INSTRUCTION

32. INTRODUCTORY QUANTUM MECHANICS Mr. Holbrow and Mrs. Selove
Four hours, including one laboratory period a week.

Quantum mechanics is introduced in terms of wave packets and Fourier analysis. The Schrödinger equation and its solutions are studied for simple bound state problems. Elements of scattering theory are developed. Approximation techniques are developed and applied to simple systems. Commutator algebra and elements of matrix mechanics are introduced. The laboratory continues the study of experiments fundamental to the development of modern physics and also introduces students to techniques of electronic computing. Prerequisite: Physics 15, 16 or consent of the instructor.

41. GENERAL RELATIVITY AND COSMOLOGY Mr. Green
(Also called Astronomy 41)

The tensor calculus is developed and applied to a discussion of general relativity and cosmology. The observational and experimental evidence supporting general relativity is reviewed, and the present state of the evidence favoring expanding and steady state universes is considered. Prerequisite: Mathematics 21 and Physics 15, 16.
Offered in 1965-66 and alternate years.

- 42a. BOUNDARY VALUE PROBLEMS OF MATHEMATICAL PHYSICS Mr. Green
(Also called Mathematics 42a)

Orthogonal functions, perturbation theory, the calculus of variations, integral transforms, and iterative procedures are employed to solve boundary value problems expressed in the form of differential or integral equations. Such functions as Legendre, associated Legendre, Bessel, hypergeometric, and confluent hypergeometric are employed. Attention is given to numerical and machine methods. An introduction to Sturm-Liouville theory is presented. Examples are chosen from such fields as heat conduction, classical and quantum mechanics, acoustics, aerodynamics, electromagnetic theory, and radiative transfer. Prerequisite: Mathematics 21 and Physics 13, 14.

Offered in 1964-65 and alternate years.

45. ADVANCED CLASSICAL MECHANICS Mr. Green
(See Astronomy 45)

Offered in 1964-65 and alternate years.

46. SOLID STATE PHYSICS Mr. Davidon
Four hours, including one laboratory period a week.

Crystal structure; properties of metals; electrical and magnetic properties of materials; semi-conductors; applications of nuclear magnetic resonance, masers, etc. Prerequisite: Physics 24 and 31.

Offered in 1964-65 and alternate years.

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47. THERMODYNAMICS AND STATISTICAL MECHANICS Mr. Davidson

Equations of state and the laws of thermodynamics; applications of thermodynamic concepts; statistical consideration in mechanical and electrical systems; kinetic theory of gases. Prerequisite: Physics 15, 16, or consent of the instructor.

Offered in 1965-66 and alternate years.

48. FOUNDATIONS OF MODERN PHYSICS Mr. Davidson

Space time structure, symmetries of physical systems; elementary scattering theory; interpretation of quantum mechanics; applications of modern mathematics.

Offered in 1965-66 and alternate years.

81, 82. PHYSICS SEMINAR Members of the Department

Individual work in selected fields of investigation. Each student pursues comprehensive reading and sustained experimental work on a problem. Meetings are held with the members of the department to discuss the progress in each field of investigation. Each student becomes familiar with problems other than his own and gains experience in presenting his work. Students who major in physics are expected to take two semesters, but the course is not restricted to major students. Qualified juniors or seniors may, by permission, elect either one semester or two. Also, the course may be repeated for credit with change of content. The granting of Honors depends heavily upon performance in this course.

POLITICAL SCIENCE

PROFESSOR ALFRED DIAMANT, *Chairman*

ASSISTANT PROFESSOR HARVEY GLICKMAN

ASSISTANT PROFESSOR WALTER DEAN BURNHAM

The political science curriculum is designed to give students an understanding of political organization and political forces in modern society, to provide knowledge and a basis for insight and judgment on the problems involved in the relationship of the individual to government and of governments to one another. The broad areas of study include: analysis of political theory in relation to its institutional environment; comparison and appraisal of different types of governments and political organization; American political institutions; and problems of international relations.

The tools of analysis include theory and experience. The purposes and the actual workings of political institutions and political groups are appraised. In advanced courses, emphasis is placed upon individual research and analysis—practice in location, organization, and presentation of data, independent judgment.

COURSES OF INSTRUCTION

The courses are designed primarily for a liberal arts education and are intended to create intelligent and lasting interest and participation in the formulation of public policy. The training will also serve the practical needs of those men contemplating professional careers which involve an understanding of modern government, such as law, journalism, and the public service.

Men majoring in political science are expected to understand the relationship of this field to other social studies and also the purposes and methods of the social sciences as a whole. They are thus expected to take supporting courses in economics, history, sociology, and psychology.

Major Requirements

Political Science 11, 12, 65, 100, and six other courses in political science distributed among three of the four areas of study: (1) comparative politics; (2) American politics; (3) international relations; and (4) political theory and history of political thought.

Four approved semester courses in other social sciences.

A comprehensive examination covering three of the four areas of study indicated above.

In the senior year majors will enroll in Political Science 65 and 100. This will cover seminar participation, preparation of a senior essay, and review for comprehensive examinations.

Requirements for Honors

Applications for candidacy for departmental Honors must be filed no later than the beginning of the senior year. Candidates must submit an outstanding thesis of independent research or original theoretical analysis and must pass an oral examination on the thesis as well as on general attainment in the field. The award of Honors will be determined on the basis of the thesis, the oral examination, quality of course work, and performance in the senior seminar and the comprehensive examination.

11. INTRODUCTION TO POLITICS: INSTITUTIONS AND BEHAVIOR Staff

An introduction to the study of politics through the comparative examination of major types of political systems. The ideologies, structural and functional characteristics, and political culture of developed as well as rapidly developing systems, *e.g.*, U.S., U.S.S.R., Great Britain, Ghana.

12. THE DEVELOPMENT OF POLITICAL THOUGHT

Mr. Burnham, Mr. Diamant

The main currents of western political thought are examined with the help of original works of theorists who had a major influence on shaping modern ideas and practice. Particular attention is given to the central issue of reconciling individual freedom and social control. Prerequisite: Political Science 11, or permission of the instructor.

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14. INTERNATIONAL POLITICS

Mr. Glickman

An examination of the human, material, and cultural factors and their interconnection in the making of national goals and national strategies in the setting of the world community. Concentration on major international developments since 1918. Prerequisite: Political Science 11, or permission of the instructor.

21, 22. AMERICAN POLITICAL PROCESS

Mr. Burnham

A study of the major factors which mold the shape and content of the policy process in the United States. Aspects of this process which will be examined include: the history, organization and functions of political parties, and the linkages they provide between the electorate and the governmental apparatus; interest groups; public opinion; continuities and changes in mass voting behavior; the behavior of public officials. Comparative materials will be included to suggest alternative patterns. Prerequisite: Political Science 11, 12.

23. BRITISH POLITICS

Mr. Glickman

An institutional-functional analysis of government and politics in Great Britain. The major categories for study are: political culture; the organization, distribution, and manipulation of power; the pattern of interests and ideology; political parties. The impact on politics of selected foreign and domestic policies will also be considered. Prerequisite: Political Science 11 and either 12 or 14.

Not offered in 1964-65.

24a. FRENCH POLITICS

Mr. Diamant

An institutional-functional analysis of government and politics in France. The major categories for study are: political culture; the organization, distribution, and manipulation of power; the pattern of interests and ideology; political parties. The impact of politics on selected foreign and domestic policies will also be considered. Prerequisite: Political Science 11 and either 12 or 14.

27. AMERICAN POLITICAL THOUGHT

Mr. Burnham

An examination of the most significant currents of American political thought from the Colonial era to the present. Outstanding political and social writings will be studied for their significance in shaping the American political tradition, and related to the social forces at work in the development of our political culture. Prerequisite: Political Science 11, 12 or History 21-22.

Offered in 1964-65 and alternate years.

28. AMERICAN CONSTITUTIONAL DEVELOPMENT

Mr. Burnham

A study of the development of the American constitution through judicial interpretation, related to the changing political, social, and economic problems of the United States. Definitive Supreme Court cases shaping the course of American development will serve as the primary basis of study. Prerequisite: Political Science 11, 12.

COURSES OF INSTRUCTION

31. ANCIENT AND MEDIEVAL POLITICAL THOUGHT Mr. Diamant
(Also called *Philosophy 31*)
An intensive examination of the major political theorists from Plato to the end of the 16th century; their treatment of the persistent issues of the just state, individual freedom, and the nature of political power. Prerequisite: Political Science 12 or one year of relevant history or philosophy.
Offered in 1965-66 and alternate years.
32. MODERN POLITICAL THEORY Mr. Diamant
(Also called *Philosophy 32*)
A study of leading political doctrines which have had a major influence in shaping the issues and conflicts of the modern world. Prerequisite: one year of political science, economics, sociology, or philosophy.
34. AMERICAN FOREIGN POLICY Mr. Glickman
A survey of the problems of contemporary American foreign policy and a critical analysis of the forces which shape it. Prerequisite: Political Science 11 and either 12 or 14.
Offered in 1965-66 and alternate years.
36. INTERNATIONAL ORGANIZATION Mr. Glickman
An analysis of the development and operation of international institutions and their role in achieving world stability and security. Particular attention is given to case studies in United Nations activity and regional organization. Consideration is given to proposals for regional and world government. Prerequisite: Political Science 14 and either 11 or 12.
Offered in 1964-65 and alternate years.
38. AFRICAN POLITICS Mr. Glickman
A study of political ideologies, systems, and processes in new states. The impact of the West on traditional societies, the growth and effects of nationalism, and the problems of stability and popular government are emphasized. Prerequisite: Political Science 11 and either 12 or 14.
39. PUBLIC ADMINISTRATION AND BUREAUCRACY Mr. Diamant
A comparative study of administration and bureaucracy as central elements of modern society. Administrative structure and process of bureaucratic personnel in major contemporary political systems, e.g., U.S., U.S.S.R., Great Britain, France, India. Prerequisite: Political Science 11 and 12.
41. GOVERNMENT AND POLITICS IN EAST ASIA
An approach to modern Asian politics (prior to 1950) through a study of the major philosophic and institutional features of dynastic China and areas under Chinese cultural influence. India and Japan are considered for comparative purposes.
Offered at Bryn Mawr as Political Science 203a. Not offered in 1964-65.

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43. THE SOVIET SYSTEM

Mr. Hunter

(See *Economics* 43)

44a. INTERNATIONAL LAW

Miss Leighton

An examination of the doctrines and practices of international law. Traditional material is considered in the context of the contemporary political process, with some emphasis on methodological problems.

Offered annually at Bryn Mawr as Political Science 311a.

45b. PROBLEMS IN POLITICAL PHILOSOPHY AND THE ANALYSIS OF POLITICS

Staff

An advanced seminar designed to provide intensive study of selected issues and topics of contemporary significance, such as "Revolution, Evolution, and Political Development," "Civil Rights and Civil Liberties," "Conflict Resolution and World Peace," "Religion, Ethics, and Politics," "Culture, Society, and Politics," "Elections, Electoral Systems, and Political Choice." Topic and instructor will be announced before the beginning of the registration period. The course may be repeated for credit with change of content.

65. SENIOR SEMINAR

Staff

An intensive study of the scope of political studies and of the methods conducive to arriving at reliable and verifiable results. Students will design and initiate research projects which will be completed as part of the work of Political Science 100.

81, 82. INDEPENDENT PROJECT COURSES

Individual consultation; supervised independent reading and research

Members of the Department

Research papers and oral reports on special topics based upon the individual interests of advanced students. Enrollment only by permission of the instructor. May be taken as semester or year course by arrangement with the instructor.

PSYCHOLOGY

ASSOCIATE PROFESSOR DOUGLAS H. HEATH, *Chairman*

ASSOCIATE PROFESSOR SIDNEY I. PERLOE

ASSISTANT PROFESSOR THOMAS D'ANDREA

The psychology program is designed to give the student an understanding of the empirical approach to the study of behavior, a knowledge of the psychological principles which have emerged from empirical research, and an acquaintance with the problems to which contemporary research is directed. The student is encouraged to make active use of his knowledge in two ways: first, by developing through laboratory courses a working familiarity with

COURSES OF INSTRUCTION

the experimental method as applied in psychology, ordinarily culminating in an individual research project in the junior or senior year; second, by attempting to apply known psychological principles to an understanding of the behavior of individuals and groups in all areas of human endeavor.

Major Requirements

A major program in psychology includes Psychology 11, 12, 14, 23, 31, 33, 100, and two additional advanced courses in the department. Students contemplating a psychology major are advised to complete at least one or two semester courses beyond the introductory course by the end of the sophomore year and to take Psychology 33 in the first semester of the junior year. The comprehensive examination will cover both the work in the required courses and the additional advanced courses.

Requirements for Honors

The award of Departmental Honors signifies that a student has maintained a consistently high standard of performance in the work of his major program, and has done distinguished work on an independent empirical research project as well as on the comprehensive examination. Honors candidates should plan to take Psychology 51 and 52 during the senior year.

11. INTRODUCTORY PSYCHOLOGY

Messrs. Heath, Perloe and D'Andrea

The course will analyze the following topics, drawn from the three major areas of psychology: the principles of motivation and emotion as they are reflected in studies of anxiety and its effects on the personality; the analysis of the learning process as it applies to learning and unlearning habits; and the effects of personality and society on social attitudes, such as prejudice and extremist political attitudes. Attention will be paid to the psychological principles and methods appropriate to each area.

12. SOCIAL PSYCHOLOGY

Mr. Perloe

(Also called Sociology 12)

A consideration of the individual aspects of social behavior. Initially, attention will be focused on the way individuals perceive and interpret social situations. The following topics will then be examined: the motivational determinants of group membership and social conformity, the psychological aspects of social conflict, and the effects of culture and social structure on personality. Prerequisite: Psychology 11 or Sociology 11 or permission of the instructor.

14. LEARNING

Mr. D'Andrea

Three lectures and one laboratory period each week

The course focuses on the major theories of learning and their application to normal and abnormal behavior in both humans and animals. The empirical bases of the theories of reinforcement, Gestalt, and expectancy theories will be extensively reviewed. Such a review will focus on the work on conditioning, transfer and for-

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getting, word association and serial learning, and the physiological bases of learning. Students will have the opportunity to do individual laboratory projects relevant to the topics of the course. Prerequisite: Psychology 11.

22. PSYCHOLOGY OF LANGUAGE

Mr. D'Andrea

Following a brief historical survey of theories of language, the course will concentrate on the development of modern psycholinguistics. Such topics as information theory, semantics, the interpretation of language in terms of association theories and of classical and instrumental conditioning, the relation between language and thinking, and other psychological processes will be discussed. Students will have the opportunity to pursue their particular interests, whether they be in the philosophical or mathematical theories of language, in culture and language, or in more conventional linguistics. Prerequisite: Psychology 11 or the consent of the instructor.

23. THEORIES OF PERSONALITY

Mr. Heath

Although the course will cover the major personality theorists, it will go most intensively into Freudian and existentialist personality theory as it is now being elaborated by Carl Rogers, Rollo May, and others. Other theorists such as Jung, the neo-analysts, and the proponents of a trait approach to personality will also be discussed. Wherever possible, reading will be in original sources. Class discussion and papers will concentrate on clarifying and evaluating the merits of the different theories. Prerequisite: Psychology 11.

24. DEVELOPMENTAL PSYCHOLOGY

Mr. Heath

The course will be organized around the major developmental problems of childhood, adolescence and the adult, and the types of controls used to master these problems. Emphasis will be placed on Piaget's and the ego psychologists' theories of child development. Consideration will also be given to the psychological aspects of identity, marriage, religion, old age, and death. Prerequisite: Psychology 16 and the consent of the instructor.

25. ANALYSIS OF BEHAVIOR

Mr. D'Andrea

Three lectures and one laboratory period each week.

The course systematically formulates and analyzes the problems of scientific method, learning, motivation, and emotion in terms of the principles of operant conditioning. Detailed analyses will be made of such problems as primary and conditioned reinforcement, reinforcement schedules, and avoidance conditioning. Lectures will emphasize the systematic principles and their application to a variety of human behaviors. The laboratory will involve the study of an individual animal's behavior (e.g., acquisition, extinction, discrimination). Students will also do an independent research project. Prerequisite: Psychology 11 or the consent of the instructor.

31. PERCEPTION AND JUDGMENT

Mr. Perloe

Three lectures and one laboratory period each week

Analysis of the major theoretical positions and relevant research in perception and judgment. In addition to discussions on the traditional topics of form and space

COURSES OF INSTRUCTION

perception, perceptual learning, perceptual constancies and the effects of frames of reference on judgment, attention will be given to the effects of motives, value and personality upon perception. Prerequisite: Psychology 11.

32. COMMUNICATION, PROPAGANDA, AND ATTITUDE CHANGE

(Also called Sociology 32)

Mr. Perloe

A detailed coverage of recent psychological research and theory on persuasive communications and attitude change. Consideration will be given to the effects of the following factors: the nature of the communicator, the use of emotional appeals, the structure of persuasive communications, the personalities of the communication recipients and the occurrence of inconsistencies between belief and action. The consequences of gross situational changes such as "brainwashing" will be discussed. The last part of the course will be organized as a seminar devoted to individual research projects. Prerequisite: Psychology 11 or the permission of the instructor.

Not offered in 1964-65.

33. READINGS IN PSYCHOLOGY

Messrs. Heath, Perloe, and D'Andrea

Upon completion of a programmed statistics text which will serve as a review of basic statistical principles, students will be able to read widely within various areas of psychology along lines of their own interest. Periodic progress reports on the selected reading will be reviewed with the staff. Prerequisite: Psychology 11.

34. PERSONALITY ASSESSMENT AND CHANGE

Mr. Heath

Three hours of class and field work each week.

The seminar will introduce the student to the inner world and dynamics of schizophrenia from detailed case studies and reading in both the theoretical and research literature. Following a survey of other behavior disorders likely to be encountered in the field work, the seminar will examine the theoretical and methodological issues involved in personality assessment and therapy. The field work offers closely supervised experience in observational procedures, participation in the various services of a research mental hospital, and discussion with the professional staff following demonstrations of personality assessment, intake and therapeutic interviews. Prerequisite: Psychology 23 and the consent of the instructor.

51, 52. RESEARCH TOPICS IN PSYCHOLOGY

Messrs. Heath, Perloe, and D'Andrea

This course will introduce students to the problems of hypothesis formation and definition, experimental design, data analysis and report writing by means of seminars, closely supervised experimental research projects, and oral reports. Students must have selected the general topical area within which they wish to do research prior to admission to the course. Prerequisite: Psychology 14 and 31 and the consent of the instructor.

81, 82. READING PROJECTS IN PSYCHOLOGY

Messrs. Heath, Perloe, and D'Andrea

RELIGION

ASSISTANT PROFESSOR C. PETER SLATER, *Chairman*

The department of religion examines the nature and function of religious thought in terms of its historical formation and in its contemporary setting. Major attention is given to the diverse currents of the Judeo-Christian heritage. At the same time students are introduced to the historical comparative study of religions outside the Judeo-Christian tradition. Students majoring in religion must secure a solid methodological and substantive foundation in the field as a whole and concentrate on its relation to one other academic discipline, e.g., anthropology, classics; English, history, philosophy, or psychology.

Major Requirements

The exact structure of the program and the choice of the supporting discipline must be determined in consultation with the major supervisor and the second department in question. The program must include the following courses:

- a. Religion 11, 12; 23-24 or 27, 28; 100; Philosophy 11-12
- b. Three additional half-year courses in Religion.
- c. Five half-year courses beyond the introductory level in the department of the supporting discipline.
- d. Such additional language courses as deemed essential by the department of the proposed course of study.

A comprehensive examination consisting of three parts:

- a. An examination in one of the following areas: 1) Biblical History and Literature; 2) Phenomenology and History of Religion; 3) History of Religious Thought in the Judeo-Christian Tradition.
- b. An examination in current philosophical and constructive theological thought.
- c. An examination in the supporting discipline, testing the level of competence in a specified area of the field in relationship to the studies in religion.

Requirements for Honors

Honors in religion are awarded for a prearranged special study of the works of some major theologian or work on a major theological problem. The usual method of testing such study is by a three-hour written examination and an oral examination, but a thesis may be presented in place of the written examination. Honors will not be given unless the candidate has an average of 85 or better in the regular comprehensive examinations in religion, and High Honors require a minimum grade of 90.

COURSES OF INSTRUCTION

11. 12. INTRODUCTION TO BIBLICAL HISTORY AND INTERPRETATION

Mr. Slater

A study of the formation and interpretation of the root literature of the Judeo-Christian tradition in its historical context and its theological content. In the first semester the course focuses upon the socio-political and religio-cultic life of the Hebrews. The religious thought of the Hebrew people is studied as well as the methods and results of critical scholarship in the field of Old Testament study. In the second semester the literature of the New Testament is examined within the context of the growing early Christian Church. Extensive reading in Biblical and extra-Biblical sources; reports, lectures, and class discussions.

23-24. HISTORY OF RELIGIONS

Mr. Slater

An introduction to the phenomenology of religion and to the historical comparative study of religions. In the first semester generic characteristics of religious forms such as religious symbols, myths, communities and theologies are examined within the context of primitive religions. In addition, studies in classical and modern Islam are initiated. In the second semester work focuses upon eastern religions, particularly upon Hinduism and Buddhism. Reports, lectures and class discussions.
Offered in 1964-65 and alternate years.

27. FORMATION AND GROWTH OF CLASSICAL CHRISTIAN THOUGHT

(Also called History 27)

A study of the origins and normative formulations of Christian doctrines in the encounter with Hellenistic religious and philosophical thought and their theological interpretation through 1300 A.D. Special attention is given to the works of the Apostolic Fathers, Irenaeus, Origen, Athanasius, Augustine, Anselm and Thomas Aquinas. Firsthand acquaintance with selected writings of these theologians; reports, lectures and class discussions. Prerequisite: Religion 11 or 12 or Classics 19-20 or Philosophy 11-12 (these may be taken concurrently) or the consent of the instructor.
Not offered in 1964-65.

28. CURRENTS IN THEOLOGICAL THOUGHT SINCE 1300 A.D.

(Also called History 28)

A study of later Medieval and Reformation Protestant theological thought leading into an examination of the main theological currents since the Enlightenment within the context of modern philosophical developments. Special attention is given to works by such men as Meister Eckhart, Ockham, Luther, Calvin, Spinoza, Kant, and Schleiermacher. Firsthand acquaintance with selected writings of these thinkers; reports, lectures, and class discussions. Prerequisite: Religion 27 or the consent of the instructor.

Not offered in 1964-65.

29. RELIGIOUS IDEAS IN MODERN CULTURE

(Also called Philosophy 29)

A study of constructive theological and philosophical problems and issues in contemporary religious thought with special attention to theistic and nontheistic

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existentialism, theological naturalism and dialectical confessional theology. The work of such men as Buber, Jaspers, Heidegger, Bultmann, Wieman, R. Niebuhr, H. R. Niebuhr, Barth and Tillich will be treated respectively. Firsthand acquaintance with selected writings of four of these men; reports, lectures and class discussions.

Not offered in 1964-65.

32. SEMINAR IN HISTORICAL AND PHILOSOPHICAL THEOLOGY Mr. Slater
Specialized study of the works of some major philosopher and theologian or work on a major theological problem. Topic for 1964-65: Major themes in the thought of Augustine. Prerequisite: Consent of the instructor.

35. PHILOSOPHY OF RELIGION Mr. Slater
(Also called *Philosophy 35*)

A study of classical and contemporary treatments of such topics as faith and knowledge, theology and history, religion and morals, the nature and existence of God, evil and life after death, and problems to do with truth-claims and meaningfulness in religious discourse. Open to sophomores, juniors, and seniors. Prerequisite: One course in philosophy and consent of the instructor.

40. HISTORY AND PRINCIPLES OF QUAKERISM Mr. Bronner
(Also called *History 40*)

The Quaker Movement is studied in relation to other intellectual and religious movements of its time, and in relation to problems of social reform. The development of the dominant Quaker conception is traced to the present day and critically examined. The course is designed for non-Friends as well as for Friends. Open without prerequisite to sophomores, juniors, and seniors.

- 81, 82. PROJECT COURSES Mr. Slater
Individual consultation; independent reading and research.

ROMANCE LANGUAGES

PROFESSOR MARCEL M. GUTWIRTH, *Chairman*

PROFESSOR MANUEL J. ASENSIO

ASSOCIATE PROFESSOR BRADFORD COOK

VISITING ASSISTANT PROFESSOR YVONNE M. OGÉ

Admission of new students to all French and Spanish courses except French 11-12 and Spanish 11-12 is contingent upon placement examinations administered by the Department prior to the opening of such courses.

Opportunity is given to students who complete French 11-12, Spanish 11-12 or Spanish 13-14 with distinction to advance rapidly into higher

COURSES OF INSTRUCTION

courses by passing a special examination in September on a prescribed program of vacation study.

Residence in the French and Spanish Houses and participation in the Cercle français and Club español afford an opportunity for supplementary oral practice.

Students who might profitably spend their junior year in France or Spain are encouraged by the department to apply for admission to the institutions sponsoring foreign study groups.

Students majoring in Romance languages are encouraged to spend a summer in France or in a Spanish speaking country. Foreign summer schools and projects sponsored by the American Friends Service Committee and other organizations offer exceptional opportunities in this regard.

FRENCH

The program in French is designed to give the student some facility in handling the French language, by elucidation and review of fundamentals, by a progressive course of readings, constant practice in hearing, speaking, writing French. Through the study of French history the student is further made aware of the circumstances that have given rise to French civilization and the institutions that shaped its unfolding. Through the masterpieces of French literature, which he is then ready to approach, by close study of style and structure, of moral and artistic intentions he is led to enlarge his understanding of the human heart—as well as of the mind—and to heighten his perception of artistic achievement. A reading in the original of the works of major figures like Pascal, Molière, Balzac, Flaubert, Proust, moreover, will perfect his acquaintance with some of the best in his own heritage, the culture of the West.

Major Requirements

French 31, 32, 33, 34, 41, 42, and 100.

Supporting courses to be arranged in individual conference with the Major Supervisor.

Comprehensive examination.

Requirements for Honors

Honors in French will be awarded on the basis of consistently distinguished work in the literature courses—including at least one project course—and of a grade of 90 or better on the comprehensive examinations. High Honors will be determined by a further oral examination.

11-12. INTRODUCTION TO FRENCH LANGUAGE AND THOUGHT Miss Ogé

Pronunciation and intonation; grammar, with oral and written exercises. Reading, in the second semester, of easy texts of literary merit.

This course is not open to students who have had previous training in French.

13-14. THE FRENCH NATION Staff

The purpose of the course is to acquaint the student with French civilization by making him familiar with the broad outline of French social, political, and literary history. Representative literary works are read, in conjunction with a standard French history text. Grammar review, *dictées*, short written compositions, classes conducted in French. Prerequisite: French 11-12 or satisfactory performance on a placement test.

21. DICTION AND COMPOSITION IN FRENCH Miss Ogé

Intensive language work in a small class. Grammar review, compositions, pronunciation drill, oral reports. The work will be centered on literary topics (e.g., the contemporary theatre), but the emphasis will be on perfecting linguistic performance. Prerequisite: permission of the department.

22. EXPLICATION DE TEXTES Miss Ogé

An introduction to the study of French literature by the method of intensive analysis of style and structure applied to the several *genres*. Prose and poetry, essay and fiction drawn from a variety of periods will come under scrutiny. Prerequisite: French 21 or the equivalent.

31. THE CLASSICAL AGE Mr. Cook

Readings in the French XVIIth century, from Pascal's *Pensées* to La Bruyère's *Caractères*, with special attention to the flowering of the classical drama. Prerequisite: French 22 or the equivalent.

Offered in 1965-66 and alternate years.

32. THE TWENTIETH CENTURY Mr. Gutwirth

Three generations, those of Gide, Malraux, and Sartre, will be examined in representative novels, plays, essays, and poems. Prerequisite: French 22 or the equivalent.

Offered in 1965-66 and alternate years.

33. NINETEENTH CENTURY LYRIC POETRY Mr. Cook

The lyrical rebirth of the 19th century: Hugo, Baudelaire, Rimbaud, Verlaine, Mallarmé. Prerequisite: French 22 or the equivalent.

Offered in 1964-65 and alternate years.

COURSES OF INSTRUCTION

34. THE NOVEL FROM LACLOS TO PROUST

Mr. Cook

The rise of the modern novel in France from the late 18th to the early 20th century, with particular attention to Balzac, Stendhal, Flaubert, Zola, and Proust. Prerequisite: French 22 or the equivalent.

Offered in 1964-65 and alternate years.

41. ADVANCED TOPICS IN FRENCH LITERATURE

1964-65. Pascal

Mr. Cook

1965-66. Racine

Prerequisite: consent of the instructor.

42. ADVANCED TOPICS IN FRENCH LITERATURE

1964-65. Camus

Mr. Cook

1965-66. Balzac

Prerequisite: consent of the instructor.

81, 82. SPECIAL PROJECTS IN FRENCH LITERATURE

Mr. Cook and Miss Ogé

This course offers the student of French literature an opportunity to probe more deeply and more independently into a problem or into an area in which he is particularly interested. The nature of the course will therefore vary to suit the needs of each individual student.

SPANISH

The courses offered in Spanish are designed to give the students a thorough knowledge of the Spanish language and an understanding of Spanish and Spanish-American thought and culture. Elementary Spanish and Intermediate Spanish are primarily language courses, with emphasis on grammar, reading, and conversation. Even in these elementary courses the approach corresponds to the liberal tradition of the college, placing emphasis on the human value of the language, and its importance in international and continental solidarity and understanding. The elementary courses are followed by general courses in civilization and literature, as the basis for the more advanced courses covering special periods, works, and authors in Spanish and Spanish-American literatures.

Major Requirements

Spanish 21-22; 23-24, 81 or 82, and 100.

History of Spain and Spanish America, as a background for literature.

Supporting courses to be arranged in individual conference with the Major Supervisor.

Comprehensive examination.

Requirements for Honors

Honors in Spanish are awarded to students who consistently show high quality work in their literature courses and undertake study beyond the normal requirements. Every Honors student must complete at least one project course. A minimum grade of 90 is required in the comprehensive examinations. High Honors are awarded on the basis of a further oral examination.

11-12. ELEMENTARY SPANISH

Mr. Asensio

Grammar, with written and oral exercises; reading; thorough drill in conversation.

13-14. INTERMEDIATE SPANISH

Mr. Asensio

Review of grammar, with written and oral exercises; composition, reading and conversation. Prerequisite: Spanish 11-12 or the equivalent.

21-22. INTRODUCTION TO SPANISH LITERATURE

Mr. Asensio

A survey of Spanish literature from the beginnings to modern times; lectures, written and oral reports. Prerequisite: Spanish 13-14 or the equivalent.

Offered in 1964-65 and alternate years.

23-24. INTRODUCTION TO LATIN-AMERICAN LITERATURE

Mr. Asensio

A survey of Latin-American literature from the Colonial period to modern times; lectures, written and oral reports. Prerequisite: Spanish 13-14 or the equivalent.

Offered in 1965-66 and alternate years.

25-26. INTRODUCTION TO HISPANIC CIVILIZATION

Mr. Asensio

Geographic, cultural, and historical background. Emphasis is laid on basic attitudes underlying the Spanish and Spanish-American culture pattern and contrasting with characteristic American attitudes. Lectures, reading, discussion, written reports. Prerequisite: Spanish 13-14 or the equivalent.

Not offered in 1964-65.

33. SPANISH LITERATURE OF THE GOLDEN AGE

Mr. Asensio

Cervantes, Lope de Vega, Tirso de Molina, Calderon; lectures, written and oral reports.

Not offered in 1964-65.

81, 82. SPECIAL TOPICS IN SPANISH LITERATURE

Mr. Asensio

Reading and lectures; written and oral reports. This course may be repeated, with change of content, for full credit.

RUSSIAN

PROFESSOR FRANCES DE GRAAF, *Chairman*

ASSISTANT PROFESSOR RUTH PEARCE

The courses in Russian are designed to offer the students the opportunity to learn to read and speak Russian and to achieve an understanding of the thought and culture of pre-revolutionary as well as contemporary Russia. Russian 11-12 and 21-22 are primarily language courses. The elementary course teaches the basic grammar and enough vocabulary to enable the student to speak and understand simple Russian. The intermediate course introduces the student to the Russian literary language; also some newspaper articles and other contemporary material are read.

Students who have completed Russian 21-22 can continue with the more advanced courses offered at Bryn Mawr College.

Major Requirements

(Courses numbered above 100 are offered at Bryn Mawr College.)

Students majoring in this field will be required to take:

8 semester courses in Russian language and literature: 11-12, 21-22, 201, a 300 course chosen from 301, 302, 303, 304, in addition to the 100 course.

3 semester courses in Russian history and institutions: History 206 (History of Russia); Political Science 43 (The Soviet System).

Other related courses, including Russian 200 (Advanced Training in the Russian Language), and Russian 203, (Russian Literature in Translation) are recommended.

A comprehensive examination on the Russian language, a special period of Russian literature, and Russian history.

Requirements for Honors

Honors in Russian will be awarded on the basis of consistently high quality work in literature, and a research paper. High Honors will be awarded on the basis of further oral examination.

11-12. ELEMENTARY RUSSIAN

Miss de Graaff

Five periods a week.

Russian grammar, conversation, and reading. This course meets five times a week with corresponding reduction in outside preparation; three hours credit.

21-22. INTERMEDIATE RUSSIAN

Mrs. Pearce

Four periods a week.

Grammar review, reading in Russian classics and contemporary materials, conversation. Prerequisite: a grade of 70 or higher in Russian 12, or the equivalent.

SOCIOLOGY AND ANTHROPOLOGY

PROFESSOR IRA DE A. REID, *Chairman*

ASSOCIATE PROFESSOR A. PAUL HARE

ASSISTANT PROFESSOR MARTIN OPPENHEIMER

The curriculum in sociology and anthropology is designed to develop the student's understanding of the social structure, the social process, and the social relationships of human societies. The subject matter deals with man, his groups, his organizations, and his communities. Courses are offered for those who would make these subjects their area of major interest as well as for those students who wish to study behavioral science methods or such specific subjects as populations, the family, small groups, and the urban community. Complementary and supplementary courses in sociology are offered in conjunction with Bryn Mawr College. Except for Sociology 16, all of the work in anthropology is offered at Bryn Mawr.

Major Requirements

A major program in sociology and anthropology has a prerequisite of Sociology 11, 21, and 22. Students are advised to take these courses in their freshman and sophomore years. The program requires in addition the satisfactory completion of the following courses:

- a. Sociology 49, 81 or 82, 100.
- b. four additional courses in sociology and/or anthropology selected from the offerings below or from those at Bryn Mawr College.
- c. two courses selected from the department of economics, political science, and psychology, subject to the approval of the Major Supervisor.

A comprehensive examination and a research paper designed to test the student's knowledge as well as his ability to integrate and utilize the subject matter of the behavioral sciences are required in the senior year.

Students who wish to take a major program with primary emphasis on anthropology should consult the chairman of the department. Anthropology 101 at Bryn Mawr College is prerequisite for all advanced work in anthropology.

Requirements for Honors

Candidates for Final Honors in sociology and anthropology will be required to demonstrate high competence and seriousness of purpose in their major courses, to complete two research papers, one during the junior year, another during the senior year, and to pass with distinction a comprehensive examination.

COURSES OF INSTRUCTION

11. **INTRODUCTORY SOCIOLOGY** Mr. Reid and Mr. Oppenheimer
A basic course designed to acquaint the student with the essential points of view about human groups and their behavior, the more important information which sociologists have discovered about groups, the research procedures used, and the basic methods of the field.
12. **SOCIAL PSYCHOLOGY** Mr. Perloe
(*See Psychology 12.*)
16. **INTRODUCTION TO CULTURAL ANTHROPOLOGY.** Mr. Oppenheimer
An introduction to the study of anthropology as a social science, emphasizing its theories, sources of data, and methods of investigation. Emphasis will be placed upon cultural change and social movements in selected non-western societies. Lectures, Museum and Human Behavior Area Files projects. Prerequisite: Sociology 11.
(*Note: This course may not be used as a substitute for Anthropology 101 (BMC), a required course for anthropology majors.*)
- 21, 22. **SOCIAL RESEARCH** Staff
An analysis of classic and significant studies in the fields of social sciences with a view toward understanding the methods, tools, techniques, and hypotheses of social research. Studies will demonstrate the use of statistical, case, historical, and other research procedures. Sociology 22 will introduce principles and practices in computer analysis in the social sciences. Individual projects. Prerequisite: Sociology 11, or introductory courses in the other social sciences.
32. **COMMUNICATION, PROPAGANDA, AND ATTITUDE CHANGE** Mr. Perloe
(*See Psychology 32.*)
33. **POPULATION POLICIES AND PROBLEMS** Mr. Reid
(*Also called Economics 33*)
A study of the restrictive, expansive, and eugenic aspects of population policies and practices. Special attention is given to changing national policies on birth control and migration and related socio-economic indices. Lectures, projects and examination.
34. **TECHNOLOGY, EMPLOYMENT, AND LEISURE** Mr. Teaf
(*See Economics 34*)
35. **THE SOCIOLOGY OF SMALL GROUPS** Mr. Hare
Theoretical and experimental analyses of the structure and interaction systems of small social groups. Special attention is given to the methodologies of sociometry and field theory and their relevance for economic, political, and social situation analysis. Prerequisite: Sociology 21.
Not offered in 1964-65.

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37. THE FAMILY Mr. Reid
A study of the institutions designed to guarantee the perpetuation of the group and its cultural heritage in comparative societies. The course will analyze functions, forms and processes of the institutions of marriage and the family. Individual projects. Prerequisite: Sociology 11.
38. THE MODERN URBAN COMMUNITY Mr. Reid
A study of the social and spatial aspects of modern urban community organization as influenced by personal, technological, ecological, economic and political factors. Special attention is given to the problems and processes of planning. Individual projects. Prerequisite: Sociology 11 and 21.
43. SOCIAL SCIENCE AND SOCIAL CRITICISM. Mr. Oppenheimer
An examination of the tradition and themes of social criticism and social dissent in American sociology with special reference to the works of C. Wright Mills, his critics, and his collaborators. Lectures, discussions, and seminar reports. Prerequisite: Consent of the instructor.
Offered in 1964-65.
- 40a. RACE AND ETHNIC GROUPS IN THE MODERN WORLD Mr. Oppenheimer
An analysis of the secularization of the world's peoples and the contemporary "minorities" situations in the world; how these situations arise; how they are perpetuated. Special attention is given to theories and methods of analysis. Individual projects. Prerequisite: Sociology 11.
41. LABOR ECONOMICS AND LABOR RELATIONS Mr. Teaf
(*See Economics 41*)
- 45b. SOCIAL DISORGANIZATION AND DEVIANT BEHAVIOR. Mr. Oppenheimer
An analysis of the theories and problems of social disorganization and deviant behavior as they relate to criminology and penology. Lectures, field trips, reports. Prerequisite: Permission of the department, with preference given to sociology-anthropology majors.
49. SOCIAL THEORY Mr. Schneider
Analysis of the theoretical work of several classical and modern thinkers.
Offered at Bryn Mawr College as Sociology 302a.
52. ISSUES IN SOCIETY Mr. Reid
This seminar is designed to treat a sociological situation of current or potential importance, emphasizing the nature and problems of social fact, social values and the social process. The theme for 1964-65 will be "The Social Protest." This course may be repeated for credit. Prerequisite: Permission of the instructor.
- 81, 82. PROJECT AND READING COURSES Staff
Individual consultation; supervised independent reading and research.
Research papers and reading courses on special topics based upon the individual interests of advanced students. Theses for majors in the department may be written for credit in this course. Required of all sociology-anthropology majors. Prerequisite: Permission of the department.

SPANISH

(see Romance Languages)

ARTS AND SERVICE PROGRAM

The faculty of Haverford College adopted in the spring of 1947 a program designed to cultivate aesthetic perception, creative control of materials, a love of fine workmanship, and other important areas of learning and of experience, such as community service, which have usually been omitted from the liberal arts program. The faculty feels that, though courses in these areas cannot properly be included in the academic curriculum, they are of no less importance in the development of personality than strictly intellectual work.

Every student is required to take nine terms (a "term" in this sense being approximately nine weeks in either the autumn, winter, or spring) of work which is not academic in nature. It is mandatory that six of these terms be taken in physical education: three in the freshman year, two in the sophomore year, and one in the junior year. The remaining three terms may be devoted either to courses of the department of physical education or to those of the Arts and Service Program described here.

In its non-academic work, the College insists on the same high quality of teaching which it demands in its academic courses. A distinction in the two types of work is needed not because one is thought to be less important than the other, but because in the opinion of the faculty the two kinds of work are different and should not be equated.

APPLIED MUSIC

Three and a half hours a week.

Students may receive Arts and Service credit for serious and purposeful study of a musical instrument or of voice. This study will be at the student's expense. To receive credit for one term, the student must work for a least sixteen weeks with an instructor approved by the chairman of the music department. At least a half-hour lesson, and three hours a week of practice, are required.

COMMUNITY SERVICE

Mr. Hetzel

This course provides an opportunity for students to participate in the affairs of the community. Arrangements are made on an individual basis for scheduled activities such as the Philadelphia and Ardmore tutorial projects, Weekend Workcamps, YMCA and Boy Scout leadership, Haverford State Hospital volunteer service, political party and election campaign activity, work for the American Friends Service Committee, etc. Offered in the fall, winter and spring terms.

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COMPUTER USAGE

Three hours a week.

Mrs. Johnson

A course designed to acquaint students with digital computers, and the analysis and preparation of problems for computers. The Fortran language will be used. Each student will have the opportunity to program and run a problem on the IBM 1620. Examples will be drawn from scientific and business applications. Offered in the fall term. Limited to fifteen students.

MACHINE-TOOL WORK

Mr. Wilson

Three hours a week.

This course, designed for beginners, will include machine-tool work on the lathe, milling machine, shaper, and drill-press. Those who have sufficient skill will be permitted to use the scheduled period for approved projects of their own choice. Offered in the fall and winter terms. Limited to five students.

MODELING AND SCULPTURE

Mr. Dioda

Three hours a week.

A course open to beginning and advanced students. It includes composition, portrait, and modeling from life. Students will begin in plasteline, cast in plaster, and develop creative compositions in various materials. As artists have long been taught to read, so this course aims to teach academic students to see. Offered in the fall and winter terms, for a minimum of five and a maximum of ten students.

PAINTING AND GRAPHIC ARTS

Mr. Janschka

Three hours a week.

The purpose of instruction in this course is to help the student in acquiring perception and skill in artistic creation and rendition through the media of drawing, printmaking, and painting. It will involve an investigation of the uses and potentialities of different techniques, employing still life, life models, and imagination. For the advanced student the stress is on picturemaking, but prior experience is not required. Offered in the fall and winter terms. Limited to twelve students each term.

PHOTOGRAPHY

Mr. Wilson

Three hours a week.

This is a course for beginners, and will include instruction in the use and characteristics of photographic equipment, the processing of films and papers, and the composition of subject material both indoors and outdoors. Offered in the fall and winter terms. Limited to four students.

RADIO COMMUNICATION

Mr. Benham

Three hours a week.

This course consists of projects in radio, such as instruction in the International Morse Code, a study of basic principles, or a construction project (the cost of materials to be borne by the student). It may serve as preparation for the amateur license examination given by the Federal Communications Commission. Offered in the winter term. Admission with the consent of the instructor.

COURSES OF INSTRUCTION

READING AND RECORDING FOR THE BLIND

Mr. Benham and Mr. Butman

Three hours a week.

This course offers the opportunity of reading to students at the Overbrook School for the Blind, or making tape recordings of short stories, novels, and poetry. Admission with the consent of the instructors. Offered in the winter term, but students wishing to enroll in this course should see Mr. Benham at the time of registration for the fall term.

THEATER ARTS—MOVEMENT ON THE STAGE

Mr. Butman

Three hours a week.

In this course the student is taught how to move on the stage, both in mime and regular acting. The purpose is mainly to overcome self-consciousness and to help the student in self-expression. Offered in the fall term.

THEATER ARTS—SPEAKING ON THE STAGE

Mr. Butman

Three hours a week.

A course in which the student is taught how to use his voice on the stage, both as a formal speaker and as an actor. Training is given in dramatic speaking, verse reading, and public speaking. Offered in the winter term.



A math class meets.



*Leeds Hall (right, above),
and Stokes Hall (right, below)*

*Professor and student
chat informally in the
coop.*







Students operate equipment in the College's Computer Center.

A Stokes Hall chemistry lab.





*Band member at
football game
(right); glee club
in rehearsal (be-
low).*





Haverford College Library.





Skating Pond (above); Student Union (right).



Founders Hall, the College's original building, was built in 1833.





*Haverford
competes in
13 inter-
collegiate
sports.*







*Mixer with Bryn
Mawr College.*



*At a control unit
for WHRC.*

A seminar meets.



Barclay Hall.





Roberts Hall.

HEALTH
PROGRAM
•
STUDENT
ACTIVITIES

HEALTH PROGRAM

The Haverford College health program is under the direction of the college physician, who holds office hours at the Infirmary at stated hours and is available in any emergency. Also available to all college students by appointment at the college Infirmary, is a qualified psychiatrist. The advice and help of expert medical consultants may be obtained readily at the Bryn Mawr Hospital. When necessary, additional consultants are obtained from one of the University Hospitals in Philadelphia. The college nurse is on duty at the Infirmary at all times.

Each student is required to have a complete physical examination by his own physician before entering the college and each year before returning to campus. Follow-up examinations are given when indicated by the college physician. Influenza vaccine is recommended and given to the entire student body each year, at no additional cost to the student. Immunization against smallpox, tetanus, poliomyelitis, and typhoid fever is required before entering the college. Pre-entrance chest x-ray examination is strongly recommended.

Each student is entitled to unlimited dispensary service, at stated hours, and first-aid service at any time.

In case of illness, each student is entitled to two weeks of residence in the Morris Infirmary each semester, ordinary medicine, diagnostic laboratory work, and x-rays needed for diagnosis, and the services of the college physician and resident nurse.

Students will be charged \$5.00 a day for residence in the Infirmary after their first two weeks. Day students will be charged for board in addition, while in the Infirmary.

Each student is also covered by a blanket accident policy which pays actual expenses resulting from any accident up to a limit of \$1000.00 for each accident. The expenses covered include x-rays, medicine, surgical appliances, hospital bills, nursing care, physician's fee, surgeon's fee, and also dentist's bills for repair or replacement of natural teeth as a result of an accident, subject to the approval of the college physician. The coverage is in force from 12:01 A.M. Standard Time three days before the date when registration of entering students begins until midnight three days after Commencement Day.

All of these services and benefits are covered by the Unit Fee which is paid by all students (see page 33).

STUDENT GOVERNMENT

The Students' Association is made up of all undergraduates at Haverford College. The college has delegated to the Students' Association—and the Association has accepted—the responsibility for nearly all aspects of student conduct and of student organizations on the campus. The main instrument for exercising this unusual degree of self-government is the Students' Council, composed of elected representatives from each class.

The Students' Council is both an executive and a judicial body. It handles all phases of the administration of regulations of the Students' Association. It manages extracurricular activities, exclusive of athletics, and allocates to each organization a percentage of the Student Activities Fees.

The presidency of the Students' Council is the most important undergraduate office at Haverford. The President represents the student body before the Board of Managers, the College Administration, and the Faculty, serving both as liaison officer and as executive.

Honor System

The Honor System at Haverford is based on the belief that students can successfully take the responsibility of establishing and maintaining standards in social and academic life. In the academic area the Honor System stipulates that one should distinguish clearly between one's own work and material from any other source. Since examinations are not proctored at Haverford, suitable conduct is required by accepted code. In the social area the guiding principle is respect for women guests and for the college community.

The Honor Pledge is called to the attention of each applicant for admission to Haverford College:

"I hereby accept the Haverford College Honor System, realizing that it is my responsibility to safeguard, uphold, and preserve each part of the Honor System and the attitude of personal and collective honor upon which it is based."

Specifically, each student who enters Haverford pledges himself to uphold three responsibilities under the Honor System: (1) to govern his own conduct according to the principles which have been adopted by the Students' Association; (2) in case of a breach of the Honor System to report himself to the Students' Council; (3) if he becomes aware of a violation by another student, to ask the offender to fulfill his pledge by reporting himself. If the offender refuses, the student is pledged to report the matter to the Students'

Council. In this manner each individual becomes personally responsible for the successful operation of the entire Honor System.

There are several ways in which the Honor System contributes to the quality of student life at Haverford. There is educational value in considering carefully the factors which make standards necessary and in deciding as a group what standards and regulations are needed in a college. It follows that a large degree of self-government is made possible since students are willing to respect those standards which they themselves have set up. At the same time Haverford successfully meets its responsibility to the community by maintaining an acceptable level of conduct. With his privileges and responsibilities more clearly defined, a Haverford student enjoys a freedom which contributes to the atmosphere of integrity and mutual confidence that prevails at the college.

Each entering student must feel confident before selecting Haverford that he can give his active support to the Honor System. He should realize that its success, which is of great importance to him personally and to the whole student body, and indeed to the college itself, depends upon his willingness to give it his complete support.

Student Committees

THE COMMITTEE ON STUDENT AFFAIRS is a joint committee made up of members of the administration and undergraduates. It is responsible for setting policy and for arranging the calendar for social events, athletics, and extracurricular activities. The budgets of all recognized student organizations must be submitted to it for approval.

The constitution of the Students' Association provides for the following committees to be appointed by the Students' Council:

THE HONOR SYSTEM COMMITTEE is responsible for introducing the Honor System to incoming students. It also makes periodic evaluations of how the system works.

THE STUDENT CURRICULUM COMMITTEE investigates and suggests possible changes in the program of study of the college.

THE CUSTOMS COMMITTEE is in charge of introducing the freshmen to the college in September.

THE RULES COMMITTEE is an advisory committee on legal and procedural matters of Student Government and continually evaluates and suggests changes in the Constitution.

HAVERFORD COLLEGE

THE MEETING COMMITTEE is responsible for introducing Friends Meeting to new students. It aids the Administration and Faculty in attempts to make Meeting as valuable an experience as possible.

THE DORMITORY COMMITTEE works with the Dean of Students in matters pertaining to dormitory living.

Various other committees are appointed by the Students' Council according to existing needs.

STUDENT ORGANIZATIONS

THE CAUCUS CLUB is an organization of men interested in political, economic and sociological affairs. It includes as subsidiary groups a chapter of the Intercollegiate Conference on Government and the Political Forum, which is responsible for bringing speakers on current affairs in these fields to the campus.

THE INTERNATIONAL CLUB, founded in 1954 by an exchange student, offers opportunities for Haverford students to become acquainted with customs in foreign countries.

THE W. W. COMFORT DEBATING SOCIETY elects to membership men who have shown a consistent interest in debating, and who have represented the college on more than one occasion.

THE DRAMA CLUB, in conjunction with the Bryn Mawr College Theater, produces on the average three major plays a year, alternating between the Bryn Mawr and Haverford stages. The workshop of the Club, with lectures and discussions on all vital aspects of play production, is open to all regardless of previous experience.

THE HAVERFORD COLLEGE GLEE CLUB, the chief musical organization of the college, is open to all students who have a love of music and enjoy singing. A schedule of trips and joint concerts with choruses of the principal women's colleges is planned each year, often including a concert tour during Spring vacation. The Club presents major choral works as well as numbers for male voices. Rehearsals are held twice weekly.

THE HAVERFORD COLLEGE OCTET (popular singing) and the HEINRICH SCHÜTZ SINGERS (mixed chamber chorus of Haverford and Bryn Mawr students) are open to qualified singers who are members of the College Glee Club.

STUDENT ACTIVITIES

THE ORCHESTRA is a combined enterprise with Bryn Mawr College. Concerts of orchestral music are presented during the year and the Orchestra often participates with the Glee Club in the performance of major choral works.

Smaller ensemble groups for chamber music are fostered at both colleges. There is opportunity for instrumental study with noted teachers at nearby music institutions.

THE RADIO CLUB operates the college radio station, WHRC, which broadcasts to both the Bryn Mawr and Haverford campuses. Members of the club arrange programs, operate the station, and build or buy necessary equipment. The studios are located in the Union Building.

THE VARSITY CLUB of Haverford College, organized in 1936, is composed of undergraduates who have won varsity letters. Its purpose is to advance the interests and ideals of the college through athletics.

THE ARTS COUNCIL is an organization whose purpose is to encourage interest and participation in the arts. To carry out this aim the Council sponsors recitals, readings, lectures on the arts, and other events of this nature on the campus. Membership is open to anyone who is interested in this area of activity.

DEPARTMENTAL CLUBS. There are at Haverford various departmental groups which arrange for outside speakers, hold discussion sessions, sponsor demonstrations, plays, and social gatherings. Among these are the French Club, German Club, Spanish Club, Philosophy Club, Psychology Club, the Mathematics Club, Biology Club, and Chemistry Club.

STUDENT PUBLICATIONS

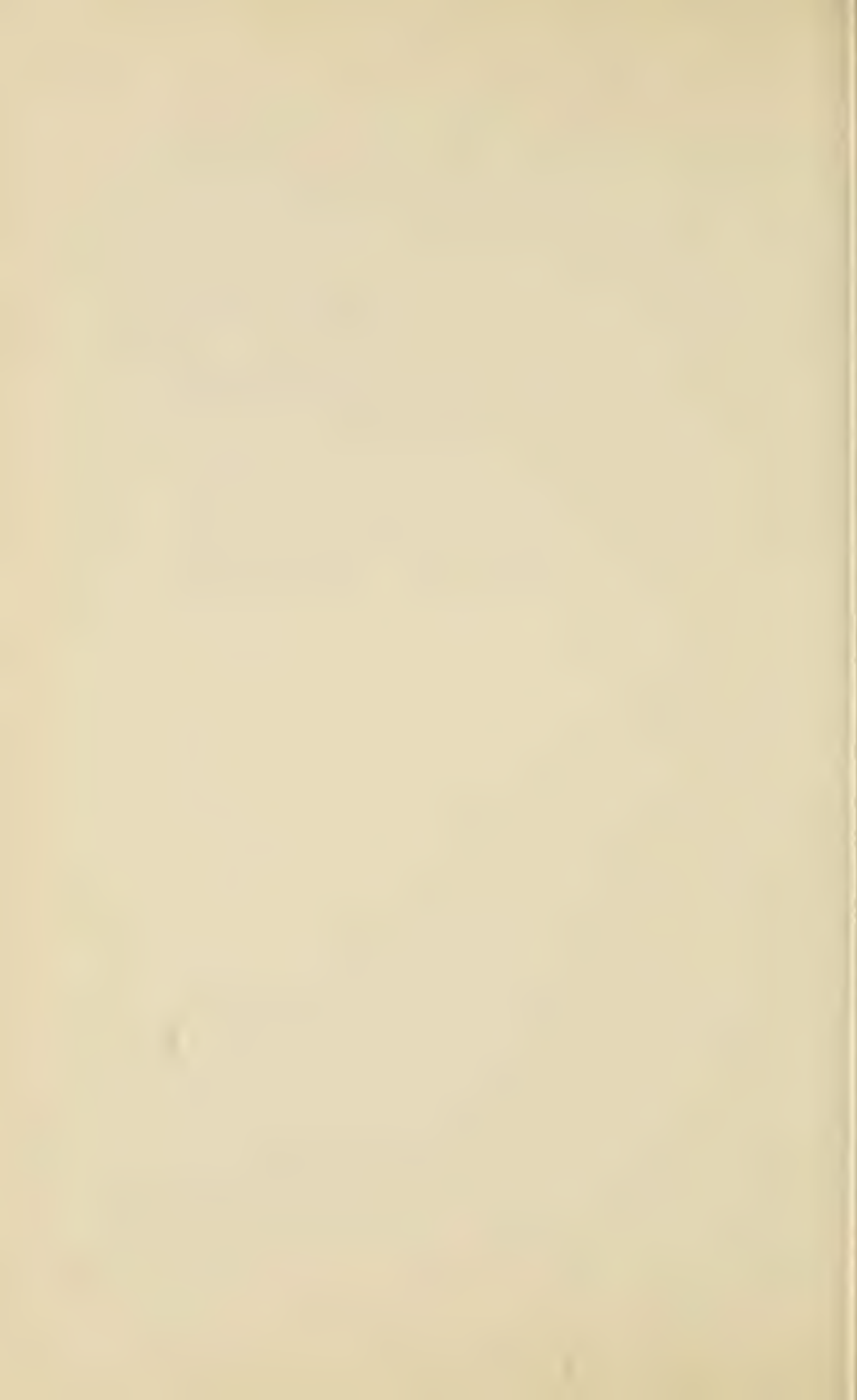
THE HAVERFORD NEWS is a weekly newspaper, published on Fridays, during the college year, by undergraduates. There are opportunities for all interested men on both editorial and business staffs.

THE HAVERFORD COLLEGE HANDBOOK is published each fall under the auspices of the Students' Council. It contains information particularly valuable to new students.

THE RECORD, the College yearbook, is published annually by the senior class, with the financial support of the Students' Association.

THE HAVERFORD REVUE is a magazine devoted to student literary efforts. It is normally published twice a year.

LIST OF
SCHOLARSHIPS
AND
PRIZES



LIST OF ENDOWED SCHOLARSHIPS

It is not necessary for applicants to mention specific scholarships in their applications except in those cases where they meet the special conditions stated for the award.

1890 MEMORIAL SCHOLARSHIP FUND.—Established by a member of the class of 1923 in memory of his father, of the class of 1890, and in recognition of his father's friendship with the members of his class. The income from this fund is to be awarded as a scholarship by the college to a deserving student.

M. A. AJZENBERG SCHOLARSHIP FUND.—Established in 1962 in memory of M. A. Ajzenberg, for students planning to major or majoring in physics or astronomy, preferably graduates of public schools in New Jersey or New York City.

JOSEPH C. AND ANNE N. BIRDSALL SCHOLARSHIPS.—Scholarships, awarded at the discretion of the faculty "to some student or students preparing for medicine, the selection to be based on character, scholarship and financial need."

CAROLINE CHASE SCHOLARSHIP FUND.—Established December 10, 1951, by Caroline Chase, daughter of Thomas Chase, one-time president of the college. This fund is an expression of Thomas Chase's "enthusiastic appreciation for its high standards of scholarship in Greek, Latin and English literature."

CLASS OF 1904 SCHOLARSHIP FUND.—Established June 4, 1954, in commemoration of the fiftieth anniversary of the class of 1904. The income from this fund, which was contributed by the class and the families of its deceased members, will provide one scholarship.

CLASS OF 1913 SCHOLARSHIP.—One scholarship, preference to be given to descendants of members of the class of 1913 who may apply and who meet the usual requirements of the college.

CLASS OF 1917 SCHOLARSHIP.—One scholarship, preference to be given to descendants of members of the class of 1917 who may apply and who meet the usual requirements of the college.

W. W. COMFORT FUND.—This fund was established in 1947 by the Haverford Society of Maryland. Grants from this fund are made with the understanding that the recipient shall, at an unstated time after leaving

HAVERFORD COLLEGE

college, repay to the fund the amount which he received while an undergraduate.

J. HORACE COOK FUND.—Established in 1955 by a bequest under the will of J. Horace Cook, of the class of 1881, for a scholarship, "one to be awarded each year so that there will be a student in each class receiving his tuition from this fund."

THOMAS P. COPE SCHOLARSHIP.—One scholarship.

DANIEL E. DAVIS, JR. MEMORIAL SCHOLARSHIP.—One scholarship, awarded at the discretion of the faculty, "on the basis of character, scholarship and financial need."

KATHLEEN H. AND MARTIN M. DECKER FOUNDATION SCHOLARSHIP.—Established in 1958, the Kathleen H. and Martin M. Decker Foundation Scholarship is awarded annually to young men preparing themselves in the fields of physics, mathematics, chemistry and biology. The Scholarship Committee, in making their selections, will have regard for candidates who rank high in scholarship, leadership and character. At least one scholarship will be given each year with a maximum grant of \$1,000. The actual amount of the stipend will be determined by the financial need of the candidate.

JONATHAN AND RACHEL COPE EVANS FUND.—Founded in 1952 by the children and grandchildren of Jonathan and Rachel Cope Evans. One half of the income of this fund is to be used for scholarships.

THE $f(x)$ SCHOLARSHIP.—Established by the bequest of Legh Wilbur Reid, who died April 3, 1961 and who was the esteemed Professor of Mathematics at the college for 34 years. His will provides that the scholarship is to be known as the $f(x)$ Scholarship. The scholarship is to be awarded to a student in either the sophomore, junior or senior class who has successfully completed the freshman course in mathematics at Haverford College and who shall have shown a real interest in mathematics and who has given promise for the future of his work in that subject.

CHRISTIAN FEBIGER MEMORIAL SCHOLARSHIP.—One scholarship, established June 13, 1946, by Mrs. Madeleine Seabury Febiger in memory of her husband, Christian Febiger, of the class of 1900. The income of this fund is applied in paying tuition and other college expenses of worthy, needy students.

ELIHU GRANT MEMORIAL SCHOLARSHIP FUND.—Two or more scholarships, established February 2, 1944, by Mrs. Elihu Grant "to commemorate

the service to Haverford College of Dr. Elihu Grant, from 1917 to 1938 a member of the college faculty. The income from this fund is applied to scholarship assistance to students in humanistic studies, primarily those specializing in the study of Biblical Literature and Oriental subjects." In special circumstances the income may be utilized to assist those working for a post-graduate degree at Haverford College.

ROY THURLBY GRIFFITH MEMORIAL FUND.—Established in June, 1952 by Grace H. Griffith, in memory of Roy Thurlby Griffith, of the class of 1919. The income from this fund is to be awarded as a scholarship by the college, "preference is to be given to boys who have no father and who are in need of financial assistance."

SAMUEL E. HILLES MEMORIAL SCHOLARSHIP.—One scholarship.

SARAH TATUM HILLES MEMORIAL SCHOLARSHIP FUND.—Founded November 1, 1954, by bequest of \$75,534.58 from Joseph T. Hilles, class of 1888, in memory of his mother, Sarah Tatum Hilles, "to provide for such number of annual scholarships of \$250 each as such income shall be sufficient to create"; to be awarded by the Managers to "needy and deserving students, and to be known as 'Sarah Tatum Hilles Memorial Scholarships.'"

ISAAC THORNE JOHNSON SCHOLARSHIP.—One scholarship, available for a student of Wilmington College or a member of Wilmington (Ohio) Yearly Meeting of Friends.

MARY M. JOHNSON SCHOLARSHIP.—One scholarship.

JACOB P. JONES ENDOWMENT FUND.—This fund was established in 1897. The donor stated: "My hope is that under the blessing and favor of God there will come from this source a revenue which shall be productive of growth and vigor in the institution as well as help at this critical period of their lives to many deserving young men of slender patrimony."

RICHARD T. JONES SCHOLARSHIP.—One scholarship.

RUFUS MATTHEW JONES SCHOLARSHIP FUND.—Established in 1959 by Clarence E. Tobias, Jr., as a testimonial to Rufus Jones "and in gratitude for the excellent educational facilities Haverford provided for me and my son." The principal and income of this Fund are to be used for scholarships or loans to students majoring in philosophy. Preference is to be given to seniors. The recipient will be selected by the chairman of the Philosophy Department in consultation, if he desires, with his departmental associates and in accord

HAVERFORD COLLEGE

with the usual scholarship practice of the college. The donor welcomes additions to the Fund from any who might be interested.

GEORGE KERBAUGH SCHOLARSHIP.—This fund was established in 1960 in recognition and appreciation of the leadership and personal generosity of George Kerbaugh, '10, who headed the efforts of the Triangle Society to provide additional badly needed stands for Walton Field.

George Kerbaugh's many services to the college include his chairmanship of the Committee which raised the funds of the Library addition built in the 1930's. The Board of Managers then expressed to him "its heartfelt appreciation and its sense of great obligation for a notable achievement."

C. PRESCOTT KNIGHT, JR. SCHOLARSHIP.—Established by the Haverford Society of New England for a New England boy from a New England school. In the award of this scholarship a committee, composed of alumni of the New England area, will consider character and personal qualities as well as the scholastic record and need of the applicant.

MORRIS LEEDS SCHOLARSHIPS.—Established in 1953 by the Board of Managers of the college in memory of Morris E. Leeds, a member of the class of 1888 and chairman of the Board from 1928 to 1945.

MAX LEUCHTER MEMORIAL SCHOLARSHIP.—Established in December, 1949, in memory of Max Leuchter, father of Ben Z. Leuchter, of the class of 1946. One scholarship, awarded at the discretion of the faculty, "on the basis of character, scholarship and financial need."

JOSEPH L. MARKLEY MEMORIAL SCHOLARSHIP.—One scholarship, awarded at the discretion of the faculty, "on the basis of character, scholarship and financial need."

SARAH MARSHALL SCHOLARSHIP.—One scholarship.

CHARLES MCCAUL FUND.—Established in 1951 by Mary N. Weatherly. One or more scholarships which shall be "awarded to students who show special interest in the field of religion and the social sciences."

WILLIAM MAUL MEASEY TRUST.—Established in 1952 by William Maul Measey, a friend of the college, who has been deeply interested in education and who has wished to help students of high quality in the pursuit of their education.

J. KENNEDY MOORHOUSE MEMORIAL SCHOLARSHIP.—One scholarship, intended for the member of the freshman class who shall appear best fitted

SCHOLARSHIPS AND PRIZES

to uphold at Haverford the standard of character and conduct typified by the late J. Kennedy Moorhouse of the class of 1900—"a man modest, loyal, courageous, reverent without sanctimony; a lover of hard play and honest work; a leader in clean and joyous living."

W. LACOSTE NEILSON SCHOLARSHIP.—Established in 1957 by the family and friends of W. LaCoste Neilson, class of 1901, in his memory. The income is to be used for the payment of one or more scholarships at the discretion of the college, preference if possible being given to students taking scientific or practical courses rather than those in the field of the arts.

SCHOLARSHIP OF THE NEW YORK HAVERFORD SOCIETY.—Established in 1963 for a resident of the New York area who is a member of the freshman class.

PAUL W. NEWHALL MEMORIAL SCHOLARSHIP.—One scholarship.

INAZO NITOBÉ SCHOLARSHIP FUND.—Established in November, 1955, under the will of Anna H. Chace, "the income to be used and applied for the education at Haverford College of a Japanese student who shall be a resident of Japan at the time of his appointment to such scholarship and for his traveling expenses from and to Japan and his living expenses during the period he shall hold such scholarship."

LOUIS JAQUETTE PALMER MEMORIAL SCHOLARSHIP.—This scholarship is awarded on application, preferably to a member of the freshman class who, in the opinion of a committee representing the donors and the President of the college, shall give evidence of possessing the qualities of leadership and constructive interest in student and community welfare which his friends observed in Louis Jaquette Palmer of the class of 1894.

SCOTT AWARD.—Established in 1955, for a period of five years, and renewed in 1960 for an additional five years, by the Scott Paper Company Foundation. "A two-year scholarship award for the junior and senior years, to be given to that student who is planning to embark upon a business career and who is judged by both students and faculty as an outstanding member of the sophomore class."

ISAAC SHARPLESS SCHOLARSHIP FUND.—Founded in 1941. Scholarships open to graduates of secondary schools and undergraduates of Haverford College. Awards based upon fulfillment by applicant of requirements used in selection of Rhodes Scholars to the University of Oxford. Awards granted from list submitted to Selection Committee by the Director of Admis-

HAVERFORD COLLEGE

sions, subject always to final approval by the President of the college; amount variable.

GEOFFREY SILVER MEMORIAL SCHOLARSHIP.—One scholarship, available to a public school graduate in this general area who may enter Haverford.

DANIEL B. SMITH SCHOLARSHIP.—One scholarship, awarded "in the discretion of the faculty, as an annual scholarship for some young man needing financial aid in his college course. Preference is to be given to a descendant of Benjamin R. Smith, if any such should apply."

JONATHAN M. STEERE SCHOLARSHIP FUND.—Established in December, 1948, by Jonathan M. Steere, of the class of 1890. The scholarship is intended primarily for a graduate of Moses Brown School, Providence, Rhode Island, who shall be a member of the Society of Friends.

SUMMERFIELD FOUNDATION SCHOLARSHIP FUND.—Established in February, 1956. One scholarship, awarded at the discretion of the faculty, "on the basis of character, scholarship and financial need."

WILLIAM GRAHAM TYLER MEMORIAL SCHOLARSHIP.—Founded in 1949 in memory of William Graham Tyler, of the class of 1858. Preference shall be given to students from Oskaloosa, Iowa, or from William Penn College, on the basis of character, scholarship and financial need.

A. CLEMENT WILD SCHOLARSHIP.—Established May 14, 1951, by Mrs. Gertrude T. Wild in memory of her husband, A. Clement Wild, of the class of 1899. The income from this fund is to be awarded as a scholarship by the college to a deserving student. Preference shall be given to an English exchange student or someone in a similar category.

ISAIAH V. WILLIAMSON SCHOLARSHIPS.—Three scholarships, usually awarded to members of the senior and junior classes.

CASPAR WISTAR MEMORIAL SCHOLARSHIP.—One scholarship, available preferably for sons of parents engaged in Christian service (including secretaries of Young Men's Christian Associations) or students desiring to prepare for similar service in America or other countries.

GIFFORD K. WRIGHT SCHOLARSHIP FUND.—Established in December, 1955, in memory of Gifford K. Wright, of the class of 1893.

EDWARD YARNALL SCHOLARSHIP.—One scholarship.

ROBERT MARTIN ZUCKERT MEMORIAL SCHOLARSHIPS.—Two or more scholarships, preference to be given to "a native of New York or Connecticut who now resides in one of those States."

LIST OF PRIZES

(All prizes awarded in books are marked with appropriate bookplates. As soon as possible after the award a list of standard books from which selection is to be made should be submitted for approval to the head of the department awarding the prize.)

ALUMNI PRIZE FOR COMPOSITION AND ORATORY.—A prize of \$50.00 was established by the Alumni Association in 1875 to be awarded annually for excellence in composition and oratory. Competition is open to freshmen and sophomores, but the same man may not receive the prize twice. The competition for this prize is administered by the department of English.

JOHN B. GARRETT PRIZES FOR SYSTEMATIC READING.—A first prize of \$150.00 and a second prize of \$75.00 will be given at the end of the sophomore, junior or senior year to the two students who, besides creditably pursuing their regular course of study, shall have carried on the most profitable program of reading in a comprehensive topic during a full college year.

Candidates for these prizes must register with the chairman of the department under whose supervision the work will be performed. The department is responsible for guiding the work and, not later than April 15, for reporting the achievement to the Committee on Honors, Fellowships, and Prizes for final judgment. Either or both of these prizes may be omitted if, in the judgment of the committee, the work does not justify an award.

Interested students should apply directly to a relevant department for information.

CLASS OF 1896 PRIZES IN LATIN AND MATHEMATICS.—Two prizes of \$10.00 each, in books, to be known as "The Class of 1896 Prizes in Latin and Mathematics," were established by the bequest of Paul D. I. Maier of the Class of 1896. They are awarded at the end of the sophomore year to the students who have done the best work in the departments concerned.

LYMAN BEECHER HALL PRIZE IN CHEMISTRY.—A prize of \$100.00 was established by the Class of 1898 on the twenty-fifth anniversary of its graduation, in honor of Lyman Beecher Hall, Professor of Chemistry at Haverford College from 1880 to 1917.

This prize may be awarded to a student who has attained a high degree of proficiency in chemistry and who shows promise of contributing substantially to the advancement of that science. It may be awarded to a junior, to a senior, or to a graduate of Haverford College within three years after graduation. It may be awarded more than once to the same student, or it may be withheld.

HAVERFORD COLLEGE

CLASS OF 1902 PRIZE IN LATIN.—A prize of \$10.00, in books, is offered annually by the Class of 1902 to the freshman whose work in Latin, in recitation and examinations combined, shall be the most satisfactory. At the discretion of the professor in charge of the department, this prize may be omitted in any year.

DEPARTMENT PRIZE IN MATHEMATICS.—A first prize of \$30.00 and a second prize of \$20.00 are awarded on the basis of a three hour examination on selected topics in freshman mathematics. The examination is held annually on the first Monday after the Spring Recess, and is open to freshmen only.

ELLISTON P. MORRIS AND ELIZABETH P. SMITH PEACE PRIZES.—These have been combined into a single competition offering three awards of \$200.00, \$100.00 and \$50.00 respectively. It is open to all undergraduates and to graduate students.

The prizes are awarded for the best essays bearing on the general topic of "Means of Achieving International Peace." Essays should be deposited with the Registrar not later than May 1. The judges shall be appointed by the President of the College. Prizes will not be awarded if, in the opinion of the judges, a sufficiently high standard of merit has not been attained.

PRIZES IN PHILOSOPHY AND BIBLICAL LITERATURE.—A prize of \$40.00 and a second prize of \$25.00, in books, are offered annually to the students who, in the judgment of the professor in charge, do the most satisfactory outside reading in philosophy in connection with the courses in that department.

A prize of \$40.00 and a second prize of \$25.00, in books, are offered annually to the students who, in the judgment of the professor in charge, do the most satisfactory reading on the Bible and related subjects.

SCHOLARSHIP IMPROVEMENT PRIZES.—A first prize of \$50.00 and a second prize of \$45.00 are awarded at the end of the senior year to the two students who, in the opinion of the judges appointed by the President of the college, show the most steady and marked improvement in scholarship during their college course.

FOUNDERS CLUB PRIZE.—A prize of \$25.00 is offered and awarded annually by the Founders Club to the freshman who is judged to have shown the best attitude toward college activities and scholastic work.

SCHOLARSHIPS AND PRIZES

S. P. LIPPINCOTT PRIZE IN HISTORY.—A prize of \$100.00 is offered annually for competition in the department of history under the following general provisions:

First—Competition is open to sophomores, juniors, and seniors who have taken or are taking work in the department of history.

Second—The prize shall not be awarded twice to the same student.

Third—The prize may be withheld in any year if, in the opinion of the judges, a sufficiently high standard of merit has not been attained.

Fourth—An essay of not less than 5,000 words, written in connection with course or Honors work in history, or independently of course work, treating a subject selected with the approval of a member of the history department, shall be submitted as evidence of scholarly ability in the collection and presentation of historical material. It shall be typewritten and deposited with the Registrar not later than May 1.

NEWTON PRIZE IN ENGLISH LITERATURE.—A prize of \$50.00 established by A. Edward Newton may be awarded annually on the basis of Final Honors in English, provided that the work of the leading candidate, in the judgment of the English department, merits this award.

WILLIAM ELLIS SCULL PRIZE.—A prize of \$50.00, established in 1929 by William Ellis Scull, '83, is awarded annually to the upperclassman who shall have shown "the greatest achievement in voice and in the articulation of the English language." This prize is administered by the department of English.

GEORGE PEIRCE PRIZE IN CHEMISTRY OR MATHEMATICS.—A prize of \$50.00 in memory of Dr. George Peirce, '03, is offered annually to a student of chemistry or mathematics "who has shown marked proficiency in either or both of these studies and who intends to follow a profession which calls for such preparation. Preference is to be given to a student who has elected organic chemistry, and failing such a student, to one who has elected mathematics or some branch of chemistry other than organic. Should there be two students of equal promise, the one who is proficient in Greek shall be given preference." The prize is offered, however, exclusively for students who have expressed the intention of engaging in research.

EDMUND J. LEE MEMORIAL AWARD.—Classmates of Edmund Jennings Lee, '42, who lost his life in the service of his country, have established in his

HAVERFORD COLLEGE

memory a fund, the income for which is to be given annually to that "recognized undergraduate organization which has contributed most toward the furtherance of academic pursuits, extracurricular activities, spiritual growth, or college spirit in individuals or in the college as a whole during the year. The Award is to be used in continuing to render such service."

WILLIAM W. BAKER PRIZE IN GREEK.—A prize of \$25.00, in books, established in 1954 in memory of William W. Baker, Professor of Greek at Haverford College from 1904 to 1917, is given "in the study of Greek," and is administered by the Classics department.

KURZMAN PRIZE IN POLITICAL SCIENCE.—A prize of \$125, established in 1958 by Harold P. Kurzman, is awarded annually for the senior who has performed best and most creatively in political science, except when in the judgment of the department no student has done work of sufficient merit to warrant such award.

HAMILTON WATCH AWARD.—A Hamilton watch is awarded to that senior, majoring in one of the natural sciences, mathematics, or engineering, who has most successfully combined proficiency in his major field of study with achievements, either academic or extracurricular or both, in the social sciences or humanities.

JOHN G. WALLACE CLASS NIGHT AWARD.—A silver cup to be awarded annually to the best actor in the Class Night performances.

PRIZE FOR EXCELLENCE IN THE FRENCH LANGUAGE.—The French department will recommend to the Committee on Honors, Fellowships, and Prizes the names of two students in French 13-14 who, in its opinion, are worthy of the award of a full scholarship to the Summer in Avignon Program of Bryn Mawr College (covering all but transportation). These two scholarships will be awarded by Vice President MacIntosh, upon approval of the Committee and acceptance of the applicant by Bryn Mawr College, as the First and Second Prize for Excellence in the French Language.

ALUMNI
ASSOCIATION

FACULTY,
ADMINISTRATION,
AND
STAFF
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A MAP OF THE GROUNDS OF HAVERFORD COLLEGE

Founded by the SOCIETY of FRIENDS in 1833
Situated in Haverford Township, Delaware County, and in
Lower Merion Township, Montgomery County.
HAVERFORD, PENNA.

Legend

- 1 Founder's Hall
- 2 Barclay Hall
- 3 Robert's Hall
- 4 Haverford Union
- 5 Lloyd Hall
- 6 Employees' Dormitory
- 7 Whitall Hall
- 8 Chase Hall
- 9 Strawbridge Observatory
- 10 Morris Infirmary
- 11 Mary Newlin Smith Garden
- 12 The Library
- 13 Lyman Beecher Hall Chem Lab
- 14 The Gymnasium
- 15 Miles Lab of Applied Science
- 16 Isaac Sharpless Hall
- 17 Crickell Pavilion
- 18 Power House
- 19 Walter & Smith Grandstand
- 20 George S. Bard Gateway
- 21 Class of 1912 Gateway
- 22 Class of 1906 Gateway
- 23 Edward B. Conklin Gateway
- 24 Railroad Ave
- 25 Service Area
- 26 Strawbridge Gateway
- 27 The French House
- 28 Farm Buildings
- 29 Haverford Friends School
- 30 Haverford Meeting House
- 31 Williams House
- 32 Yarnall House
- 33 Morris & Cecile's Dormitory
- 34 Alumni Field House
- 35 Skull House
- 36 Stokes Hall
- 37 Drinker Hall
- 38 Dormitory



PAUL D. EDWARDS
1914

**HAVERFORD COLLEGE
STUDENT DIRECTORY
1964-1965**

CALENDAR 1964-1965

New students arrive	Tues., Sept. 15
Registration of all new students	Thurs. & Fri., Sept. 17 & 18
Returning students arrive, beginning in afternoon	Sat., Sept. 19
Beginning of College year with Collection 11 A.M.	Mon., Sept. 21
First semester classes begin 1 P.M.	Mon., Sept. 21
Swarthmore Day (no classes)	Sat., Nov. 21
<i>Thanksgiving vacation</i>	12:30 P.M. Wed., Nov. 25 to 8:30 A.M. Mon., Nov. 30
Registration for spring term	Week of Dec. 7
Students confer with advisers	Mon., Tues., Wed., Dec. 7, 8, 9
Registration cards due in Registrar's Office	Thurs., Fri., Dec. 10 & 11
Christmas party	Evening—Mon., Dec. 14
Classes scheduled for evening of Dec. 14 will be held at the Collection hour on Tues. or on Wed. evening of that week.	
<i>Christmas vacation</i>	12:30 P.M. Thurs., Dec. 17 to 8:30 A.M. Mon., Jan. 4
Midyear examination schedules due in Registrar's Office	Tues., Wed., Jan. 5, 6
First semester classes end 11:30 A.M.	Sat., Jan. 16
All papers assigned must be turned in by noon on this date.*	
Midyear Examinations*	Tues., Jan. 19 thru Wed., Jan. 27
<i>Midyear recess</i>	5 P.M. Wed., Jan. 27 to 8:30 A.M. Wed., Feb. 3
Second semester classes begin 8:30 A.M.	Wed., Feb. 3
<i>Spring vacation</i>	4 P.M. Thurs., Mar. 25 to 8:30 A.M. Mon., Apr. 5
Applications for scholarships due in Admissions Office	Thurs., Apr. 15
Major registration cards for Sophomores must be filed by 4 P.M. in Dean's Office	Thurs., Apr. 15
Registration for fall term	Week of Apr. 26
Students confer with advisers	Mon., Tues., Wed., Apr. 26, 27, 28
Registration cards due in Registrar's Office	Thurs., Fri., Apr. 29, 30
Manuscripts in competition for prizes must be filed in the Registrar's Office by noon	Sat., May 1
Final examination schedules due in Registrar's Office	Wed., Thurs., May 5, 6
Second semester classes end 10 P.M.	Tues., May 18
All papers assigned must be turned in by 4 P.M. on this date.*	
Senior Comprehensive Examinations	Thurs., Fri., Sat., Mon., May 20, 21, 22, 24
Final examinations*	Thurs., May 20 thru Mon., May 31
Oral examinations for College honors	Thurs., Fri., Sat., May 27, 28, 29
COMMENCEMENT	Fri., June 4
New students arrive for 1965-1966	Tues., Sept. 14, 1965
College year begins	Mon., Sept. 20

* If a paper is assigned *in place of* the final examination in a course, the date by which it is due may be set by the instructor not later than 4 P.M. on Monday, January 25th, for First Semester, or Friday, May 28th, for Second Semester. *Laboratory notebooks* must be turned in not later than these same dates. Late papers or notebooks will receive *no credit* unless arrangements have been made *in advance* with the instructor in the course and the Dean.

OFFICESEXTENSION

Accounting.....	284
Admissions.....	243, 244, 247
Alumni.....	307
Athletic Director.....	317
Bookstore.....	278
Carpenter Shop.....	304
Counsellor.....	202
Comptroller - Business Manager.....	282 or 283
Coop - Snack Bar.....	279
Dean of the College.....	248
Dean of Students.....	313
Development.....	300
Faculty Secretary.....	287
Guest Room 24.....	303
Guest Room 32.....	308
Housekeeper.....	305
IBM Computing Center.....	226
Infirmary.....	228
Information.....	336
Kitchen.....	219
Library Circulation Desk.....	234
Library Reference Desk.....	321
Library Staff Office.....	235
Library Treasure Room.....	332
Mail Room.....	276
President.....	241 or 242
Receptionist.....	285
Registrar.....	246
Residence Halls.....	214 or 218
Roberts, Ellis W., Skilled Foreman.....	304
Stokes Faculty Secretary.....	269
Stokes Library.....	271
Service Area.....	220
Volkert, Walter, Grounds Foreman.....	220

NIGHT SERVICE

All internal calls may be completed at the time when the Business Office is closed, in the same manner as when the operator is on duty, except the calls to and from telephones connected for night service. In order to call any one of the offices listed below, dial the Midway number listed, using a telephone which is connected with a central office of the Bell Telephone Company.

When night connection is in effect, it is not necessary for users of the extensions listed below to dial "0" in order to place an outgoing call. It is sufficient only to lift the receiver, listen for the dial tone and dial the desired number. Telephone calls placed in the above manner should be reported to the operator during regular hours, for accounting purposes.

NIGHT LINES

When there is no operator on duty, use the following telephone numbers:

Alfred Crawford, Vice President,	
Development.....	Midway 2-0340
Hugh Borton, President.....	(242) Midway 2-7307
Virginia Kline, Registrar.....	(246) Midway 9-9601
Bertha Kratz, Nurse.....	(228) Midway 2-3133
Archibald MacIntosh, Vice President	
Admissions.....	(244) Midway 2-5704
Miriam Nugent,	
Director of Food and Housing.....	(214) Midway 9-9606
Roy Randall, Gymnasium.....	(316) Midway 9-9602
Library, Reference Desk.....	Midway 2-5586
E.W. Roberts,	
Maintenance and Operation.....	(304) Midway 9-9600
Robert Walter, Chemistry.....	(256) Midway 9-9602
Walter Volkert,	
Maintenance and Operation.....	(220) Midway 9-9600
Guest Room 24.....	(303) Midway 9-9607
Guest Room 32.....	(308) Midway 9-9608

PAY TELEPHONES

BARCLAY - 1st Floor.....	Midway 2-9524
BARCLAY - 3rd Floor.....	Midway 2-9506
DRINKER HALL MUSIC CENTER.....	Midway 2-9521
FIELD HOUSE.....	Midway 9-9730
FOUNDERS HALL.....	Midway 2-9460
FRENCH HOUSE.....	Midway 2-9613
KITCHEN.....	Midway 2-9544
POWER HOUSE.....	Midway 2-9540
SHARPLESS HALL - 1st Floor - Biology...	Midway 2-9639
SHARPLESS HALL - 3rd Floor - Psychology	Midway 2-9626
STOKES HALL.....	Midway 2-9591
SCULL HOUSE.....	Midway 2-9516
HAVERFORD UNION.....	Midway 2-9514
WILLIAMS HOUSE.....	Midway 2-9428

OPERATIONS PERSONNEL

Skilled

Ellis W. Roberts,
Foreman

Samuel F. Brokus
Philip Daly
Vincenzo Di Santo
Roy Hargis
Arthur Kulp
Starling McCoury
Joseph Pezzetta
Charles Roberts
Joseph Tenaglio

Steam Plant

Linwood Dotson
Lewis C. Scott

Mail Room

William Carter
Charles Scott

Grounds

Walter Volkert,
Foreman

William T. Alphin
Leonard Bezdziecki
Ernest W. Brann
Louis Coursey
Tommaso Capuzzi
Harry East
Carmen Ianieri
George Kutzer
Julius Latney
George D. Littlejohn
Perry McDaniel
Matteo Petrillo
Camillo Porreca

Infirmery

Matthew Smith

OPERATIONS PERSONNEL

Department of Residence Halls

Miriam R. Nugent, Director of Residence Halls.

Kitchen

Louis Clark,
Supervisor

Joseph Banks
Roy Bell, Sr.
Roy Bell, Jr.
Alfred Duntun
Harold Ford
Henry Green
Andrew Hudson
Joseph Jones
Harry Laing
John Latney
Lloyd Melton
Willie Newton
Samuel Nottingham
Ham Puryear
James Reid
Randolph Satchell
Samuel Simpkins
George Smith
Earl Wescott
Dock Young

Snack Bar

James Foster
John Felton

Housing

Murray S. Pinckney,
Supervisor

James Brinkley
Thomas V. Burns
Agathie Calvarese
Tommaso Colanero
Robert A. Crabbe
John Davis
Raymond R. Davis
Louis Del Giudice
Ida Di Martino
John Elliot
Thomas Garliardi
John House
Samuel Lake
Antionetta Mancini
Giovanni Martone
Antionetta Piacere
Thomas Ragland
George Razionale
John Savage
Otha M. Savage
Carmella Scutti
Anthony Valente
Rosa Valente
Giovanna Vizarri



Administration



W.W. AMBLER



B. BOLLAS



P.G. BENNETT



H. BORTON



E.B. BRONNER



W.E. CADBURY



A. CASELLI



F.D. COMFORT



A.R. CRAWFORD



B. KRATZ



W. LANDER



J.W. LYONS



A. MAC INTOSH



V. KLINE



M. R. NUGENT



C. PERRY



W. E. SHEPPARD



C. R. THOMPSON



A. WOOD

Faculty



M.J. ASENSIO



M. BAILEY



T.A. BENHAM



W.D. BURNHAM



R.H. BUTMAN



J. CARY



J.P. CHESICK



H. COMFORT



B. COOK



T. D ANDREA



WM.C. DAVIDON



F. DE GRAAFF



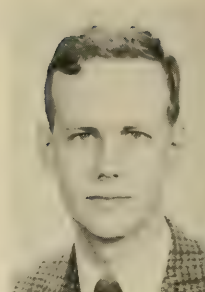
P. DESJARDINS



A. DIAMANT



W. DOCHERTY



H.C. DUNATHAN



I. FINGER



M. FOSS



R.E. GEOGHAN



H. GLICKMAN



E. GREEN



L. GREEN



D. HEATH



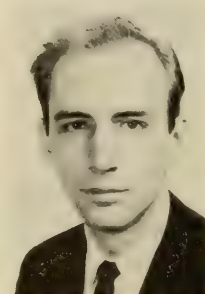
T.B. HETZEL



C. HOLBROW



H. HUNTER



D. HUSEMOLLER



D. KESSLER



A. KOOIKER



L.A. KOSMAN



V. KRAMER



R. LANE



J.A. LESTER



A. LOEWY



J. LOGUE



W. MAC CAFFREY



C.F. MAC KAY



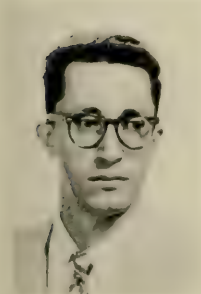
YVONNE OGE



M. OPPENHEIMER



F.H. PARKER



SYDNEY PERLOE



H. PFUND



E. PRUDENTE



F. QUINN



R. RANDALL



W. REESE



IRA REID



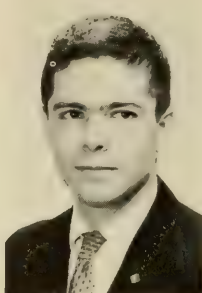
G.M. RIDENOUR



E.S. ROSE



GEORGE SALAMON



R.A. SANCHEZ



M. SANTER



R. SARGENT



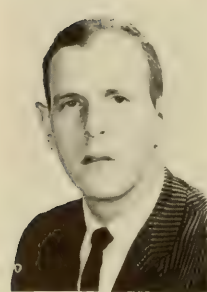
A. SATTERTHWAITE



W.C. SCOTT



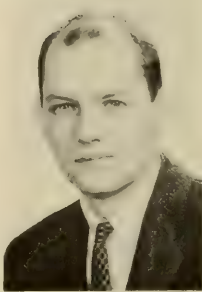
F. SELOVE



J. SIEGEL



C.P. SLATER



W.R. SMITH



J. SPIELMAN



N. STEIN



H.M. TEAF



N.M. WILSON

Students



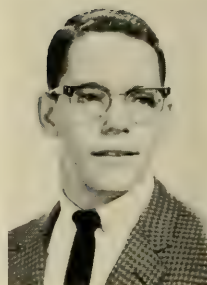
B.L. ACKERMAN
1968



T.H. ACKERMAN
1968



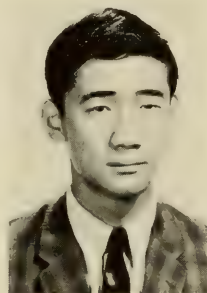
S.L. ADAMS
1968



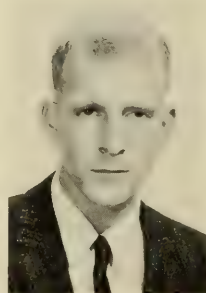
R.L. ADELMANN
1965



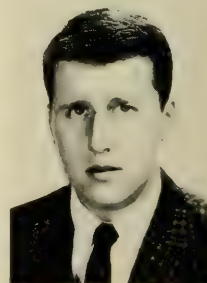
E.D. ADKINS III
1968



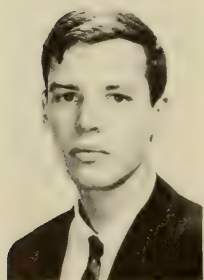
Y. AIZAWA
1968



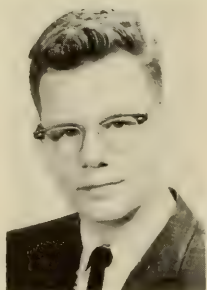
A.T. ALADJEM JR.
1967



J.E. ALCOCK
1968



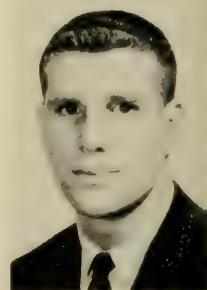
J.F. ALDRIDGE
1968



B.A. AMBLER
1966



R.S. ANDERSON
1968



R. ARONOFF
1965



W.T. ASHTON
1968



G.T. ASTERIS
1968



M.L. AUCOTT
1968



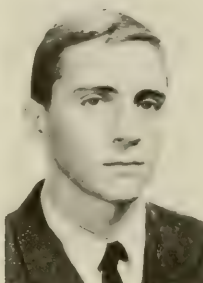
G.F. BAGBY JR.
1965



A.R. BAKER
1966



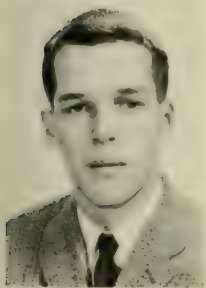
A.W. BAKER
1967



A.E. BALBER
1966



W.R. BALCH
1968



R.D. BALDERSTON
1965



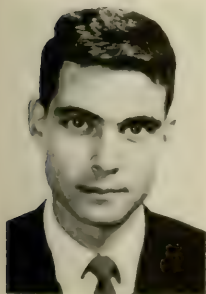
P.H. BARNETT
1967



O.W. BATE
1968



P.E. BATZELL
1968



R.L. BAZELON
1965



R.B. BEALE
1968



W.R. BEARDSLEE
1967



J.W. BEATTY
SPEC.



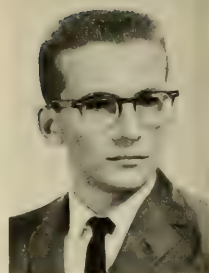
M.C. BEAVER
1968



P.E. BECKER
1966



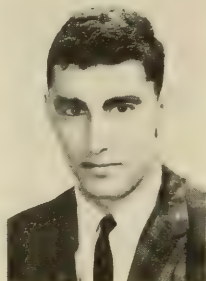
T.E. BECKER JR.
1968



W.L. BECKER
1965



G.R. BELL
1967



V.E. BENGLIAN JR.
1968



J.R.C. BENNETT
1968



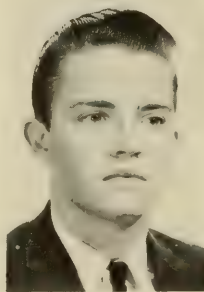
S.F. BENNETT
1967



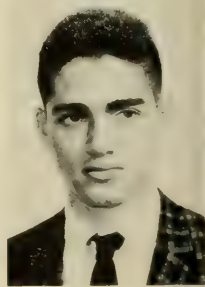
W.T. BENNETT
1967



I.I.K. BERNSTEIN
1967



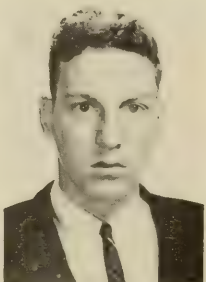
S. BERRIEN
1967



R.J. BERSON
1968



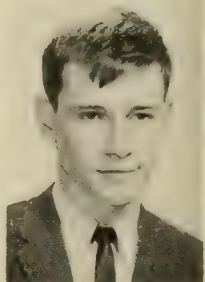
B. BLACK
1968



G.R. BLACKBURN
1968



L.R. BLACKWELL
1967



J.P. BLAIR
1967



J.D. BOGGS
1968



J.N. BONGIOVANNI
1966



T.H. BONNELL
1966



R.D. BOTT
1967



M.L. BOWDEN
1967



B.N. BOWERS
1966



J.C. BOWERS
1967



A. BRAID
1967



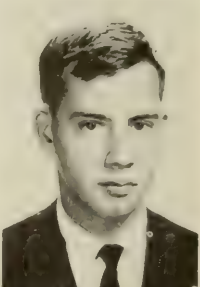
M.E. BRATMAN
1967



R.S. BREADY
1968



P.R. BRESLIN
1967



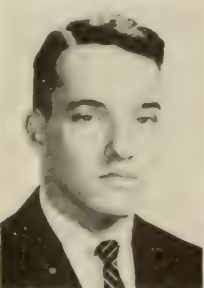
T.C. BRETLE
1968



E. BRETTLER
1967



J.L. BRIGGS
1967



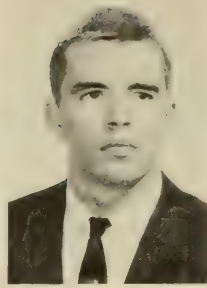
D.G. BROOKES
1965



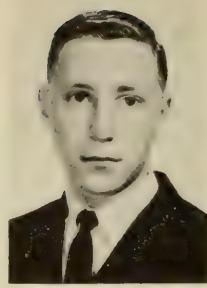
H. BROUS
1967



A.H.E. BROWN
1967



E.C. BROWN
1967



M.B. BUNIM
1965



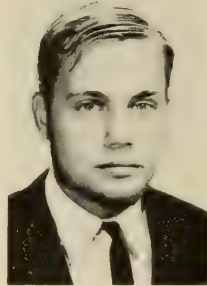
J.G. BURNS
1968



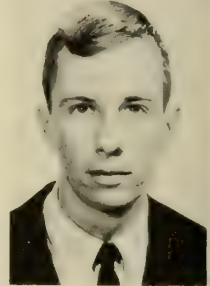
M.R. BURNS
1968



H.U. BUSH JR.
1966



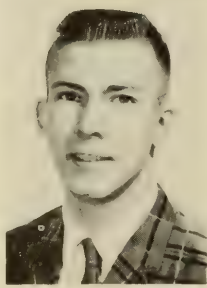
D.S. BUTTERWORTH
1968



C.C. CAMPBELL
1966



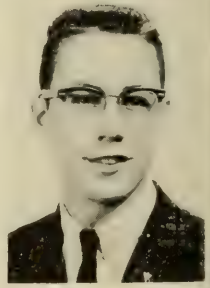
D.A. CARSON
1966



R.W. CARSON
1965



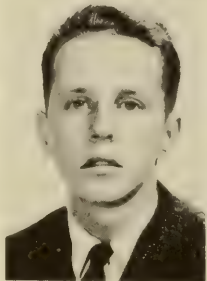
R.L. CATES
1967



D.P. CAUFFMAN
1966



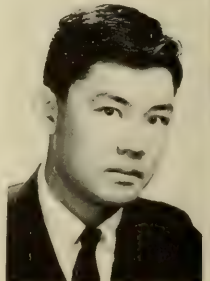
C.H. CECIL
1967



J. CHACE
1965



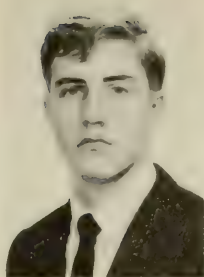
B.D. CHAMBERLAIN
1967



A.H.C. CHANG
1968



T.E. CHRISTY
1966



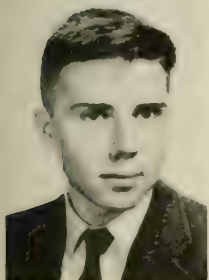
R.F. CLAPP
1967



J.T. CLIFFORD
1967



K.A. CLOUSE
1966



J.L. COBBS
1965



M.S. COLEMAN
1966



S.W. COLLETT
1968



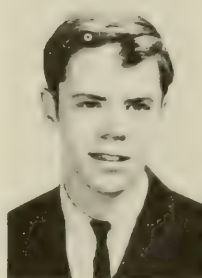
S.M. CORDI
1965



F.B. COTTRELL
1966



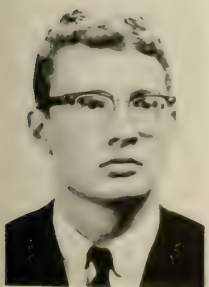
R.I. COWARD
1967



P.N. CRAGG
1968



I.B. CRANDALL
1968



A.D. CRANE
1966



G.L. CROOKS
1965



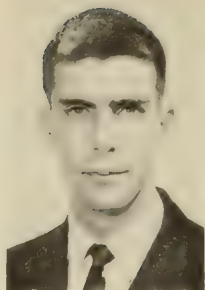
S.C. CURLEY
1966



T.W. CURRIE
1968



P.J. DAGDIGIAN
1967



J.H. DARNELL
1965



J.W. DAVIDSON
1968



D.B. DAVIS
1966



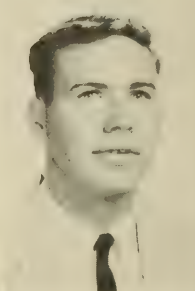
L.C. DAVIS
1966



W.W. DEAN JR.
1965



A.S. DE COURCY
1968



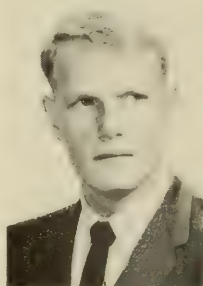
D.R. DELTHONY
1968



L.K. DEMAR
1967



C. DESCHWEINITZ
1966



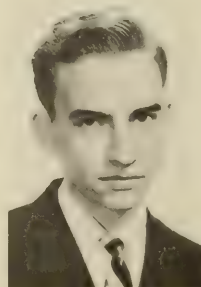
E.W. DEVLIN
1968



N.W. DIDRIKSEN
1967



J.J. DI GANGI
1968



D.C. DODSON
1966



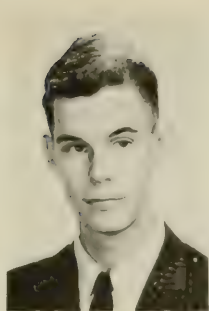
W.P. DORR
1967



M.W. DOWDS
1966



T. DOWNS
1968



D.L. DRUMMOND
1968



C. DER. DYE
1966



R.W. EATON
1965



R.E. ELMER
1965



J.J. ELMS
1965



R.Y. ENG
1968



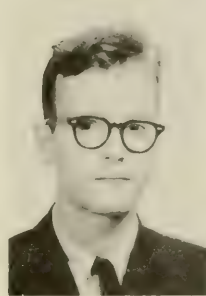
F.P. ENGEL
1968



D. EVANS
SPEC.



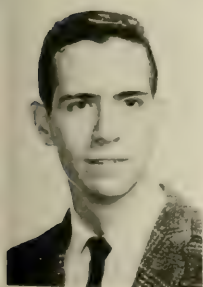
K.R. EVANS
1966



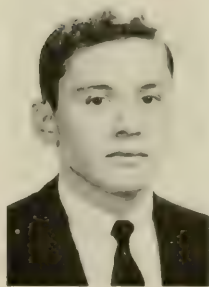
J. EYER
1966



W.F. FALLS
1965



S.E. FAUST
1968



G.R. FAVIS
1967



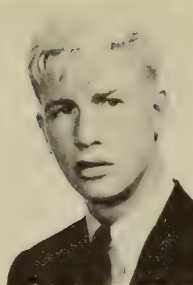
B.W. FAY
1968



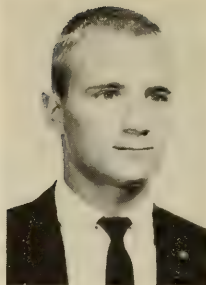
R.P. FEINLAND
1966



E.L. FEINSOD
1966



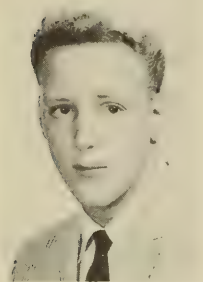
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1966



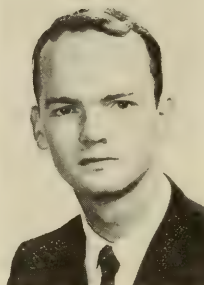
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1966



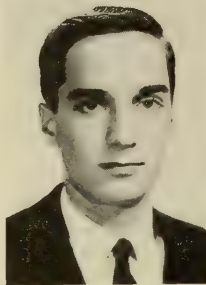
E.C. FILSTRUP
1965



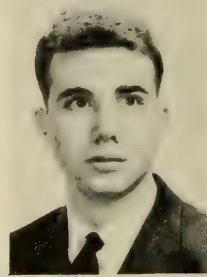
J. FINE
1968



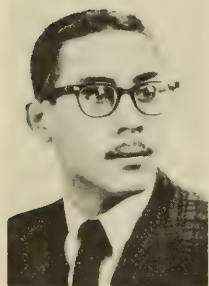
P.S. FISHER
1968



D.W. FLACCUS
1965



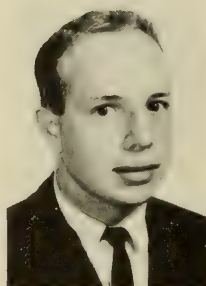
C.T. FLACHBARTH
1965



N. FLINKER
1965



D. FORKIN
1965



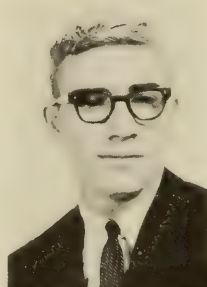
H.P. FOX
1965



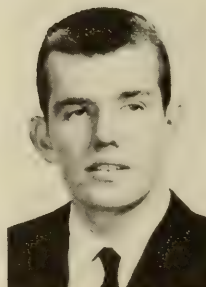
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1967



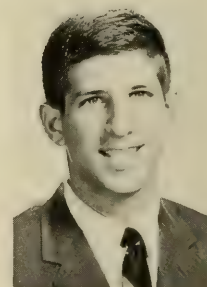
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1965



R.S. FRASE
1967



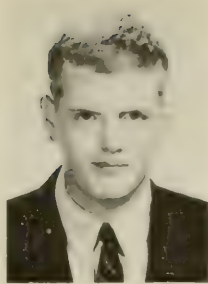
D.W. FRASER
1965



S.M. FREEDMAN
1968



T.P. FREEMAN
1965



R.A. FRENCH
1968



J.P. FRETZ
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H.V. FREY
1968



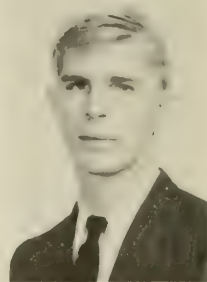
J.W. FRIEDMAN
1967



W. FRIEDMAN
1965



R.B. FRITCHLEY
1966



J.B. FRY
1967



F.D. FUMIA
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D.A. GAEDDERT
1968



R.A. GALLWAY
1965



D.G. GAMBLE
1967



T.N. GANTZ
1967



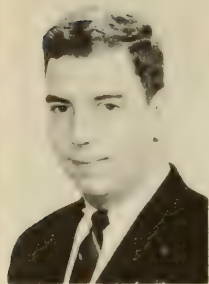
J.C. GARAHAN
1966



D.A. GARDNER
1965



J.W. GARSON
1965



R.B. GARTNER
1967



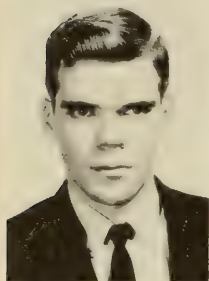
J.V. GEARHART
1967



P.B. GELFAN
1968



F.D. GHIGO
1966



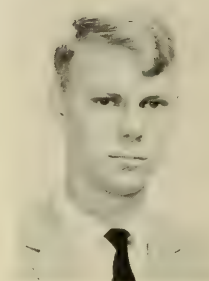
K. GIFFORD
1968



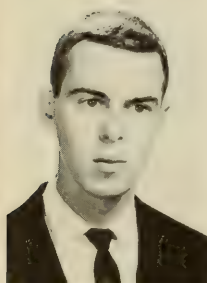
P. GILBERT
1966



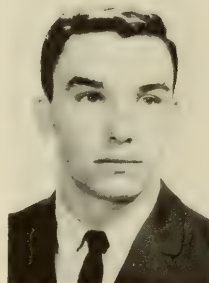
R.F. GILLINGHAM
1965



C.R. GLICK
1967



S.H. GOLD
1968



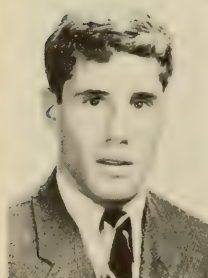
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1967



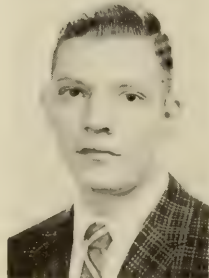
P.J. GOLDMARK
1967



M.S. GOODBODY
1968



R.D. GORCHOV
1967



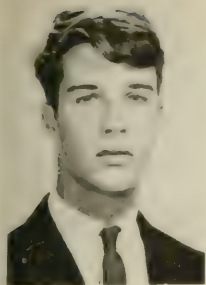
J.A. GORDON
SPEC.



T.O. GRAY
1966



S. GREIF
1967



W.G. GRESOV
1968



R.L. GROSSMAN
1966



R.S. GRUEN
1965



C. GRUNFELD
1968



R.W. GUTMAN
1966



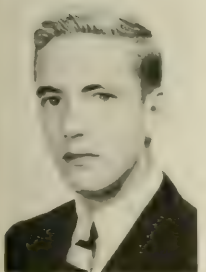
R.C. HABERKERN
1965



W.M. HALL JR.
1968



R.H. HAMILTON
1968



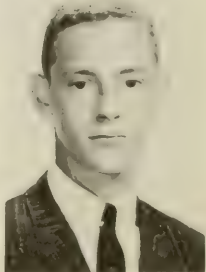
J.N. HANSEN
1966



C.J. HARDY
1967



E. HARSHAW II
1965



D.A. HART
1968



E.G. HARTNER
1966



V. HASKELL
1968



P.H. HAWKINS
1965



R.M. HAYMOND
1966



J.D. HAYWOOD
1967



E.T. HAZZARD
1966



M.S. HEDGEPETH
1966



J.T. HEIMBACH
1966



R. HEMMENDINGER
1968



H.B. HERRING
1967



R.O. HESS III
1967



H.M. HICKS JR.
1966



R.I. HILLIER
1966



R.L. HILLMAN
1966



R.W. HIPKENS
1965



J.M. HOBERMAN
1966



W.S. HOFFMAN
1967



A.G. HOLBROOK
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C.E. HOLZER III
1965



J. HOOVER
1966



T.W. HOOVER
1967



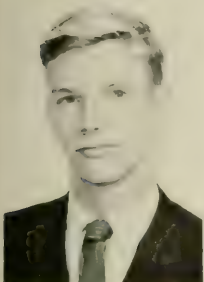
T.R. HOSKINS
1966



J.T. HOUGH
1968



J.S. HOUSE
1965



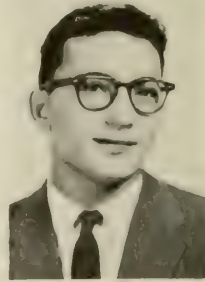
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1967



T.A. HOWE
1967



J.A. HOYER
1968



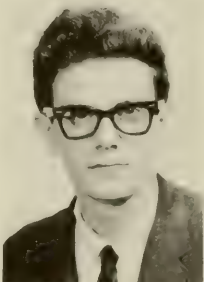
G.S. HSU
1965



J.A. HUBBELL
1968



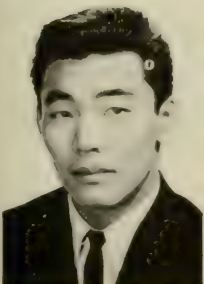
C.H. HULL
1968



R.D. HUME
1966



D.R. IDELL
1966



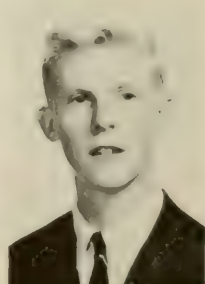
S.A. IKEDA
1968



S.W. INGS
1967



T.S. INUI
1965



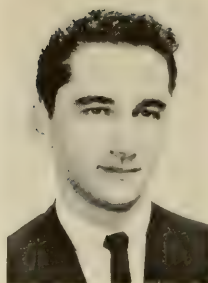
C. JACKSON
1968



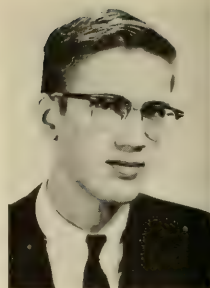
H.M. JAFFIN
1968



J.A. JANOWITZ
1967



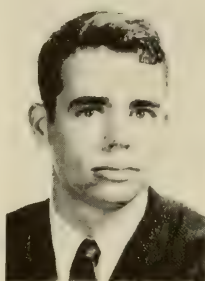
R.A. JAXTHEIMER
1967



S.F. JOHANSON
1965



J.T. JOHNSON
1966



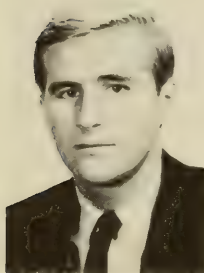
J.W. JOHNSTON
1965



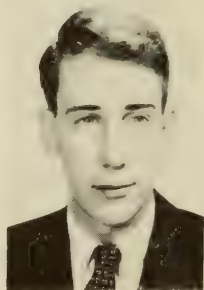
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C.T. JONES
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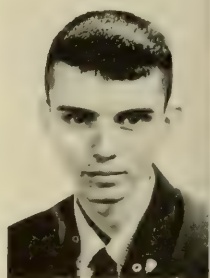
E.T. JONES
1968



J.M. JONES
1965



G.C. KABAT
1967



M.B. KAC
1965



S.N. KAGIRI
1965



C.E. KANE
1968



D.N. KANE
1966



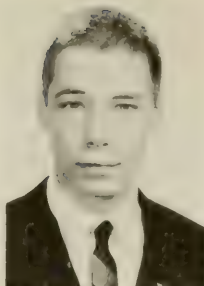
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1967



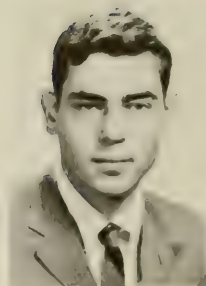
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1968



S.J. KASSER
1965



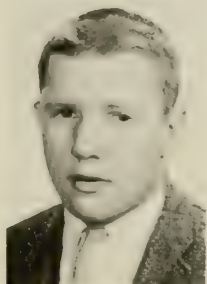
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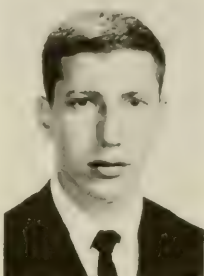
J.P. KEEN
1968



S.T. KEENAN
1968



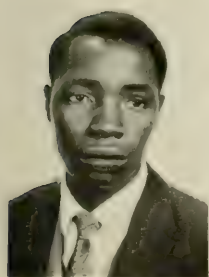
T.G. KESSINGER
1965



D.M. KIES
1965



M.A. KIMBELL
1967



V.P. KIMESERA
1965



G. KLABES
SPEC.



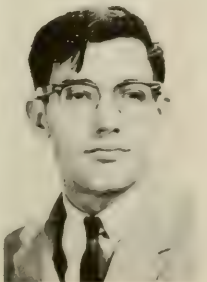
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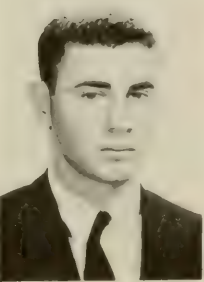
C. KOBLER
1968



K.A. KOCHER
1968



E.C. KOPFF
1968



D. KOTEEN
1967



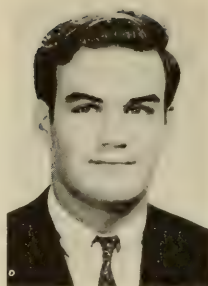
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1967



R.S. KRUGER
1968



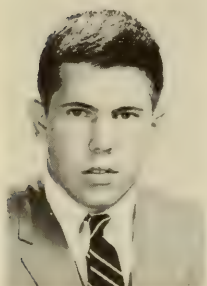
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1968



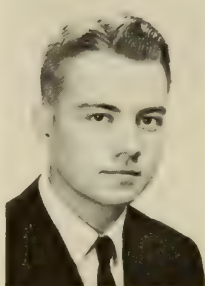
B.H. KURTZ
1966



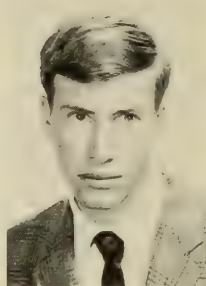
S.H. LAFFEY
1967



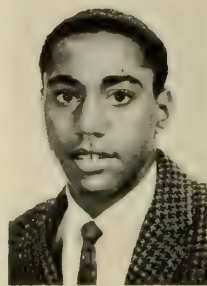
R.W. LANGNER
1968



R.B. LANNING
1966



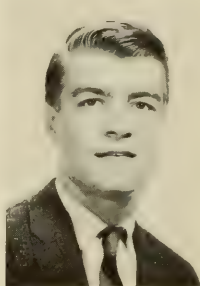
D.H. LANSON
1968



C.R. LAWRENCE
1965



T.W. LAYMAN
1968



G.M. LEADER
1967



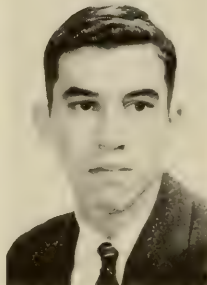
L.C. LEE
1965



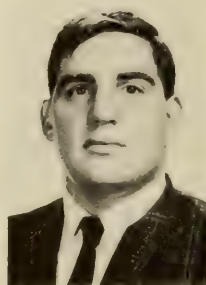
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1967



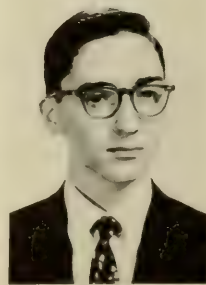
J.E. LEHMAN
1965



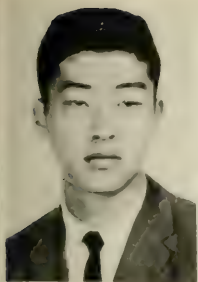
L.A. LETTS
1965



S.J. LEWIS
1968



T.A. LIECHTY
1965



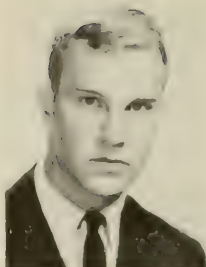
G.R. LIEM
1965



T.N. LITMAN
1967



S. LITTLE III
1968



W.P. LOESCHE
1968



R.L. LONG
1966



T.L. LOOSE
1968



F.V. LOWE
1968



D.M. LOWRY
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E.A. LUDWIG
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E.C. LUTTON
1966



W.G. LYON
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D.S. MAAS
1967



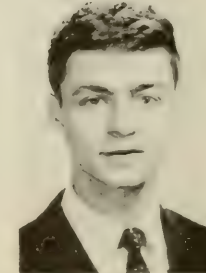
J.D. MACBRIDE
1965



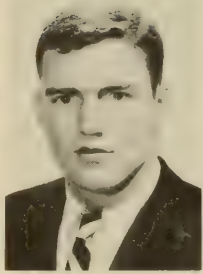
K.J. MACKINNON
1967



G.S. MACPHERSON
1966



S.R. MAGERS
1968



R.T. MARTIN
1967



P. MATTICK
1965



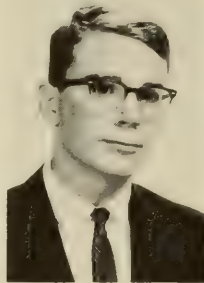
E. MAWDSLEY
1967



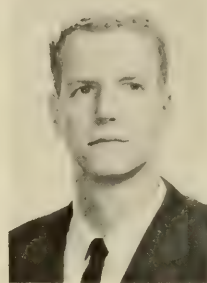
C. MCCANDLESS
1967



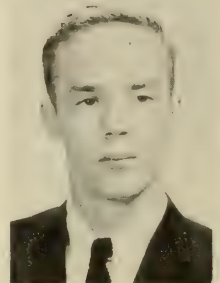
M.W. MCCANN
1968



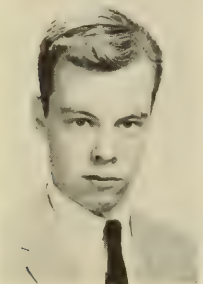
R.W. MCCONAGHY
1967



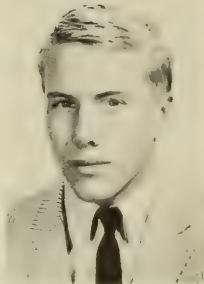
D.M. MCCONNELL
1967



P.M. MCKEEHAN
1966



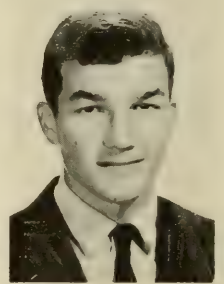
J.H. MCKERROW
1968



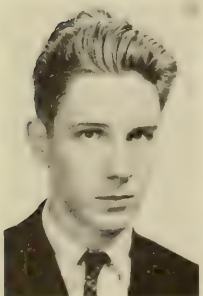
W.A. MCNEIL
1968



J.C. MEEKS
1966



D. MEIKLEJOHN
1967



C.H.K. MELBY
1966



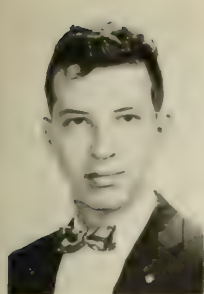
R.T. MELSON
1968



W.A. MERONEY
1966



H.H. MEYER
1966



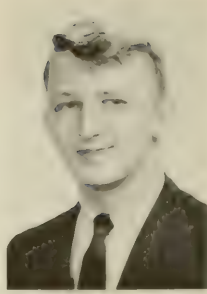
N.J. MILLER
1968



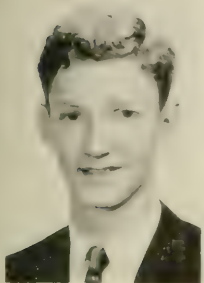
P.R. MILLER
1966



T.S. MILLER
1967



J.G. MILLIKEN
1967



C.C. MILLS
1966



D.H. MILLSTONE
1968



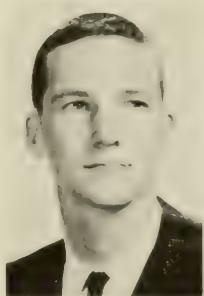
M.D. MODE
1968



M.W. MOORE JR.
1968



S.C. MOORE
1966



R.A. MORRIS
1965



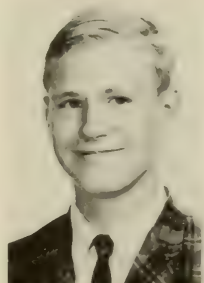
P.A. MOSKOVITZ
1965



C.B. MUELLER
1966



J.F. MULLOOLY
1968



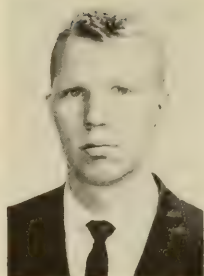
S.H. MUNROE
1968



D.R. MURPHY
1966



T.W. MURRAY
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G.L. MUSSER
1968



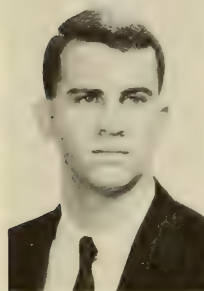
D.B. NEAL
1967



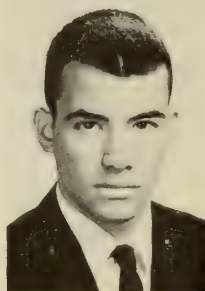
C.M.K. NELSON
1965



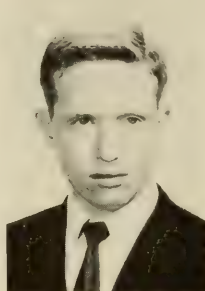
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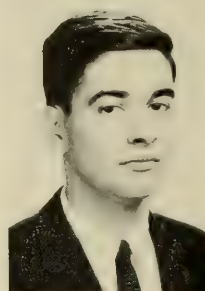
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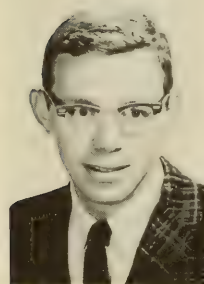
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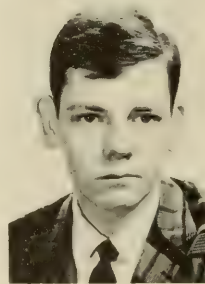
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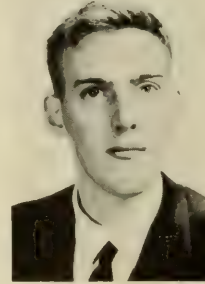
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H.W. PANCOAST
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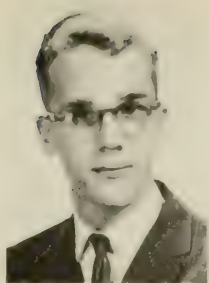
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R.T. PAUL
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R.C. PERISHO
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R.F. PETERSON
1965



R.C. PETZINGER
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A.R. PHELPS
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J.D. PIERCE
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S.S. POORMAN
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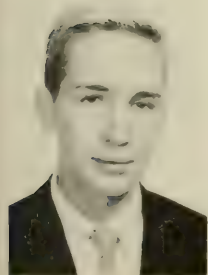
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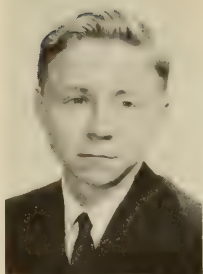
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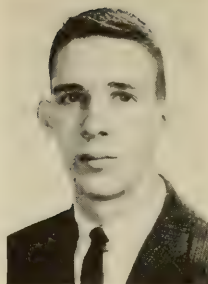
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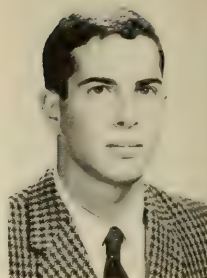
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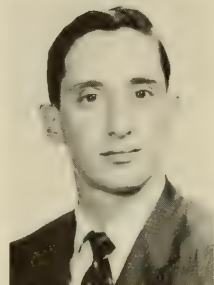
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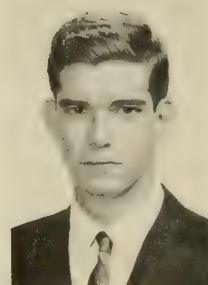
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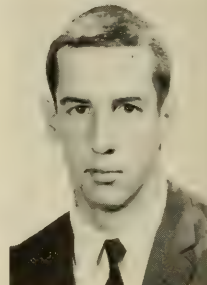
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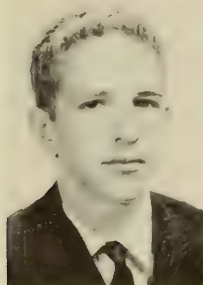
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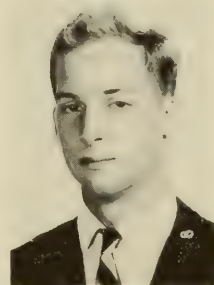
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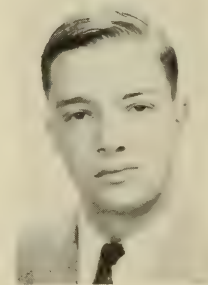
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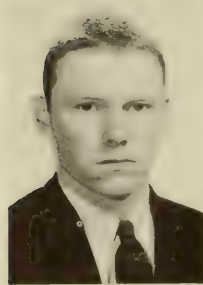
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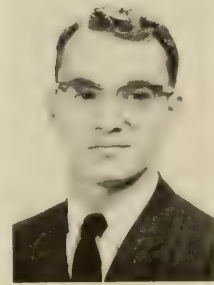
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F.W. REIMHERR
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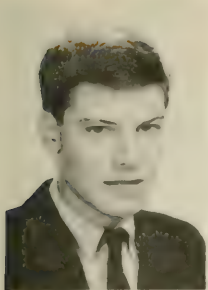
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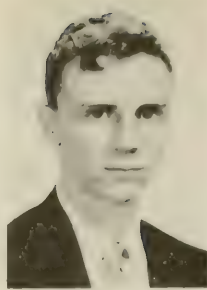
W.K. REUBEN
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F.A. RICHARDS
1967



J.R. RIGGAN
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C.E. RIGNALL
1965



W.W. RISTOW
1968



J.B. RITTER
1968



J.T. RIVERS
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N.J. ROBERTS
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R.A. ROBERTSON
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D.P. ROBINSON
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M.O. ROBINSON
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P.T. ROGGE
1968



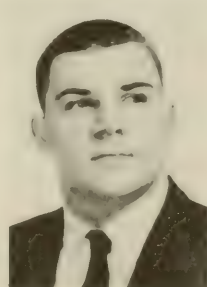
L.S. ROOT
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A.L. ROSNER
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S.E. ROSS
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J.P. ROSSO
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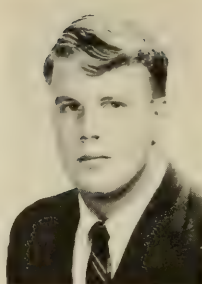
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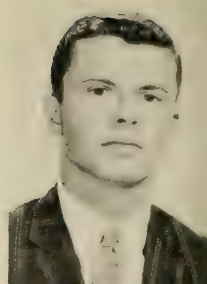
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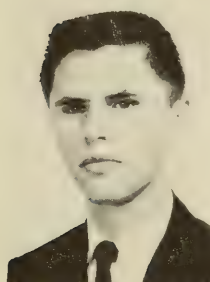
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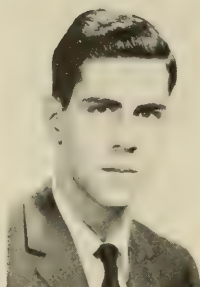
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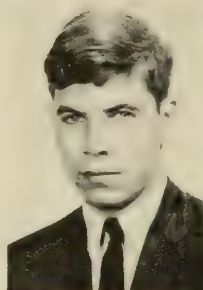
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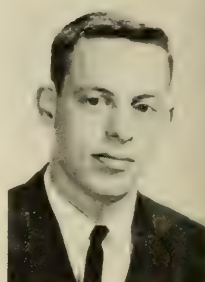
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D.W. SALNER
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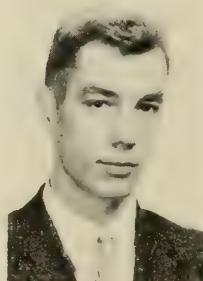
E. SARVER
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A. SATTERTHWAIT
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T.K. SAYLOP
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L.E. SCHACHTERLE
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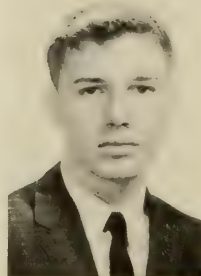
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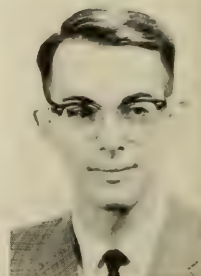
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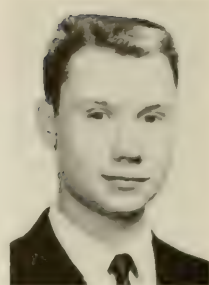
J.L. SCHOONOVER
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W.W. SCHRANK
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R.A. SCHWARZ
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G. SCHWERTFEGER
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J.P. SCOLL
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R.P. SECHLER
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V.R. SENECA
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A.C. SERVETNICK
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D.P. SERWER
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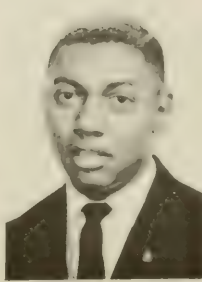
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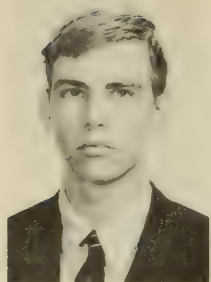
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R.H. SINCLAIR
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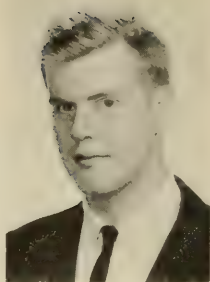
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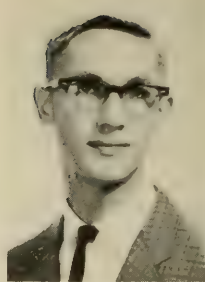
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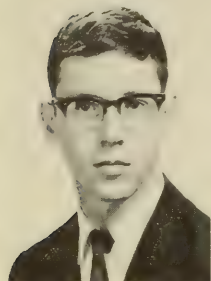
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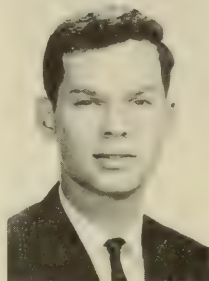
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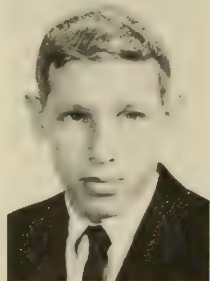
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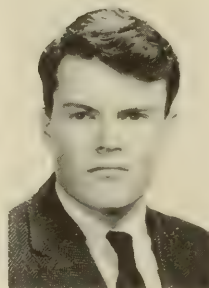
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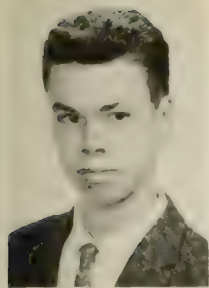
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M.N. STEVENS
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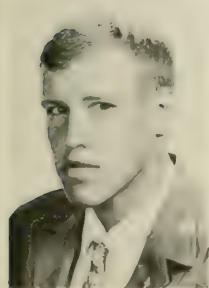
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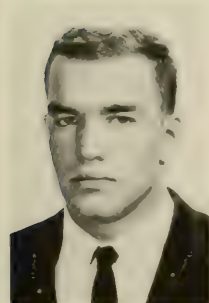
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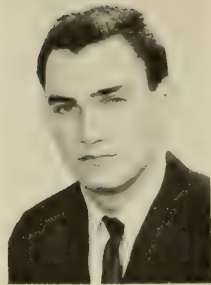
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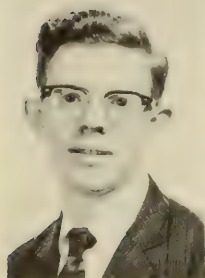
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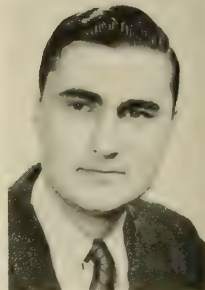
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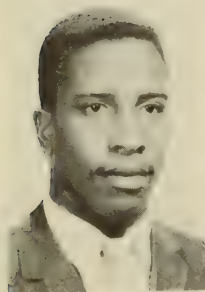
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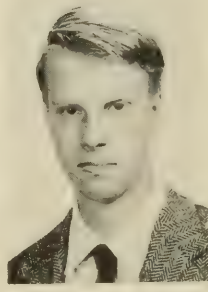
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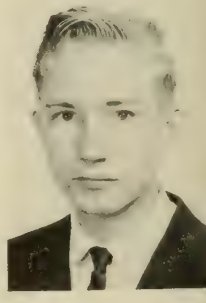
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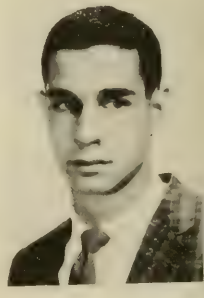
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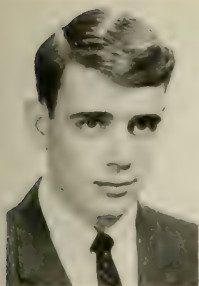
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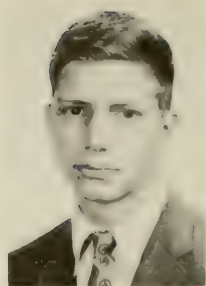
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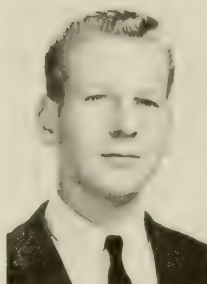
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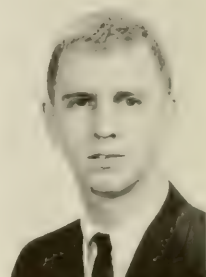
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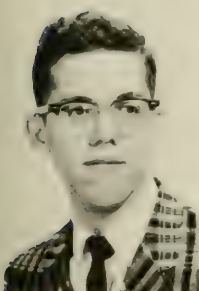
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T.W. WELLES
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S.F. WERTIME
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R.C. WESTON
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J. WHEELER
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M.P. WHIDDEN
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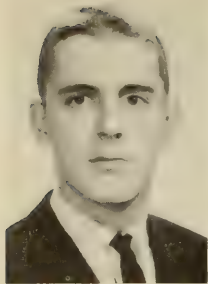
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D.P. WHITTINGTON
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D.F. WIECK
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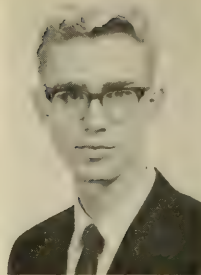
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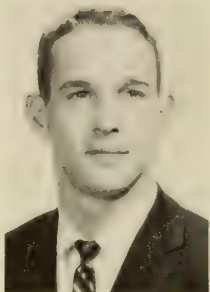
G. WILCOX
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W.G. WILKE
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F. WILKINSON
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H.H. WILLIAMS
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D.L. WILSON
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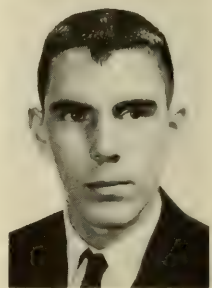
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R.K. WISMER
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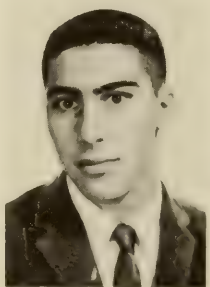
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R.S. WOODWARD
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J.C. WRIGHT
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W.B. YELON
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I.O. YOUMAN
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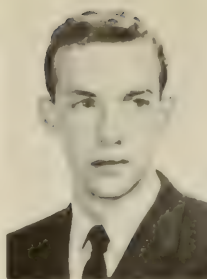
C.A. YOUNG
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S. YOUNG
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B. ZAJAC
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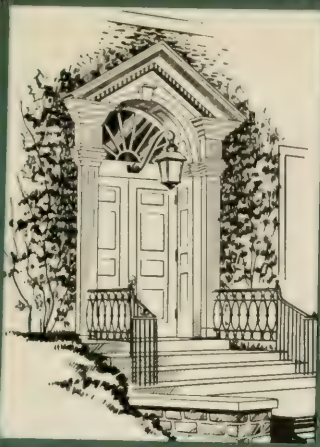
J.A. ZAPP
1965



S.H. ZEIBER
1967




P.P. MOULTON
GRADUATE



REPORTS OF THE PRESIDENT
AND
TREASURER

1963 - 1964

HAVERFORD COLLEGE BULLETIN



Haverford College Bulletin, Vol. LXIII, Number Three, November 1964,
President and Treasurer Reports. Issued July, October, November and
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the Act of August 24, 1912.



REPORTS OF THE PRESIDENT
AND TREASURER

1963 - 1964

HAVERFORD COLLEGE
HAVERFORD, PA.

REPORT OF THE PRESIDENT
presented at the
Annual Meeting of the Corporation of
Haverford College
October 13, 1964

MIDDLE STATES ASSOCIATION VISIT

IT was a fortunate coincidence that last year, the first year of the operation of the College under the new program of planned expansion, coincided with the decennial visit of an evaluation committee of the Middle States Association of Colleges and Secondary Schools. As the College was in the process of developing an educational program based on an analysis of the implications of expansion, the Middle States Committee considered its role to be that of consultants addressing themselves to this problem. It did not question the continuation of the College's accreditation.

The College prepared for the Committee's consideration an expansive report on its most significant recent developments and ways whereby the College planned to carry out its objectives in the immediate future. This study included an outline of the steps leading to the decision that the College would benefit from increasing its student body to 700 students in the next decade. It continued with an analysis of the instructional implications of expansion on the basis of extensive interviews Dean William E. Cadbury, Jr. had with each of the departments. It also set forth various new academic programs which the College might well develop and adopt in the next decade.

The Middle States Committee, under the chairmanship of Professor Jeremiah Finch of Princeton University, visited the College early in March. It presented its *Report* in May, which contained many useful suggestions and criticisms. It noted: "That Haverford deserves its fine and long established reputation was readily apparent: in the worthiness of its objectives and program, the high quality of its faculty and administration, and the excellence of its students." It also believed that

Haverford's decision to expand had been well conceived and thoughtfully explored, and that identifiable gains from expansion would far outweigh theoretical losses, providing necessary finances are secured for such expansion. It found the faculty displayed a commitment to teaching, a concern for scholarship and a sense of unity, and that the course of study was attractive and challenging, was under constant review by the several departments and had evolved soundly and thoughtfully.

At the same time, the Committee's *Report* emphasized that expansion will create certain problems which the College must face realistically. In the first place, it suggested that a reorganization and enlargement of the administrative staff, both academic and non-academic, is needed. Secondly, while recognizing the importance of the existing cooperation among Bryn Mawr, Swarthmore and Haverford, and to some extent with the University of Pennsylvania, the Committee suggested that untapped possibilities of cooperation should be explored. In particular, it urged a much closer working relationship not only in staffing as in the past but in the undergraduate curricula and the use of facilities. It urged especially that both the Boards and administrations of Bryn Mawr and Haverford consider new ways they might benefit from more coordinated activities.

Furthermore, it must be realized that as the need for additional faculty members increases with expansion, it will be more difficult to identify, obtain and retain faculty with the commitment to teaching and scholarship required by the College. Finally, the Committee emphasized a third underlying problem which would be accentuated by expansion, namely, the costliness of some of the College's modes of teaching such as its attachment to small courses and individual projects. The Committee urged a detailed analysis of instructional costs and of per student costs of operating the College to see whether economies were possible while the College continued with its essential mission. Expanded inter-college cooperation, a fewer number of courses required yearly of each student, larger classes and fewer courses relatively for each faculty member, more flexibility in waiving the requirement for Freshman English and a greater willingness on the part of departments and the faculty as a whole to search out and try various more economical modes of instruction were among the suggestions which the Committee believed might alleviate the high cost of the College's operation.

It is most useful for the College to have the Middle States Committee's judgment on these and many other problems. They are all being given careful consideration. The Committee's recommendation concerning the need for additional administrative personnel was, however, given prior attention by the Board of Managers. At its meeting in May, the Board decided to "authorize the appointment of a small committee to consider the best way to undertake a study of our administrative organization, including the financial organization, and to develop a plan for a possible survey of our educational program, in the light of the report of the Middle States Visitation Committee . . . to initiate the organizational studies, if feasible, during the summer."

This committee, under the chairmanship of Stephen G. Cary, after consultation with outside authorities on college organization such as Dr. Joseph Willits, formerly of the Rockefeller Foundation, Dr. Theodore Distler, president of the Association of American Colleges, and Professor John Corson of Princeton decided that the study should be divided into two parts, business and finance, and other administrative functions. Timothy Haworth '42, a member of Edward N. Hay Associates, an industrial management firm, was asked to undertake the first part and Professor William Bowen of the Industrial Relations Department of Princeton University, and director of graduate research at the Woodrow Wilson School, was secured to carry out the latter. They both interviewed members of the Board, administration and faculty during the summer and Stephen Cary's committee is currently considering their reports.

As for the general educational program of the College, as already noted, the faculty has been active in considering especially the instructional implications of expansion. While several specific suggestions have been made in this regard, the Faculty Educational Policy Committee has been charged with the task of preparing for consideration of the entire faculty an educational plan for the immediate future. In the meantime, several significant curricular changes for several departments have been approved, thus keeping the College abreast of the most significant new developments in such fields as engineering, biology, philosophy, political science and mathematics. Three examples will illustrate how the College maintains this all-important flexibility.

It will be recalled that a year ago I reported that the Board had before it the question of whether "the College should continue to

teach engineering, make significant changes in the approach to the program in engineering, or whether a program in applied science under the physics department should be inaugurated." After considering the matter at length at a special meeting and subsequently at a regular meeting on November 22, 1963, the Board of Managers approved the continuation of engineering at the College under the following conditions: a separate Department of Engineering should be maintained, standards of admission for students intending to major in engineering, their academic performance and the competence of the faculty members of the department should be comparable to those of the rest of the College; the engineering program should not be expanded to meet accreditation requirements for a bachelor's degree in engineering but should be designed as a background for further education in the field after graduation; a study and revision of the engineering curriculum should be undertaken with a view towards increasing the emphasis on applied science and project courses.

Towards this end, a special faculty committee, composed of the current members of the Engineering Department, Professors Thomas A. Benham and Theodore B. Hetzel, and four other faculty members, all but one of whom hold an engineering degree, met with the president to draft such a curriculum. The final result was the realignment and condensation of the introductory course on engineering design for the first semester and a course on numerical methods making extensive use of the computer equipment the second semester. The latter course is organized especially to be of interest to students in other departments as well as in engineering. Two special project courses, designed to combine imaginative engineering thinking with its practical application will be offered the sophomore and senior years. At the moment, Professor Hetzel is on sabbatic leave to study the new project courses developed at Dartmouth College and elsewhere to see how they are adaptable to our program.

In biology, the basic introductory courses will concentrate on the animal kingdom, evolution and adaptation, and the plant and microbial world. The latter will be greatly strengthened by the appointment for the academic year 1964-65 of Professor Dietrich Kessler, an electron microscopist. Finally, with the retirement of Douglas V. Steere as professor of philosophy, a complete rearrangement has been made in the offerings of the curriculum in philosophy and religion. The three

faculty members in the Philosophy Department now concentrate exclusively on philosophy and thus are able to teach a much more complete and solid program than ever before. In order to cover the subjects in religion formerly taught by Douglas Steere and to strengthen that department, the Board of Managers approved the appointment of a second man in religion. Unfortunately, the College suffered a great loss at the end of the past year when Professor Gerhard Spiegler felt called to accept a position at the Pacific School of Religions; but the College has already begun to survey candidates for a second professor to complement Professor Peter Slater, who began his first year in September, 1964.

THE FACULTY

It is with regret that I record the death on March 17, 1964 of John W. Flight, professor of Biblical literature, emeritus, who until about a year ago, continued to be active in various activities of the college community. He was first appointed lecturer of Biblical literature in 1929, and retired from active teaching on September 1, 1959 after 30 years of unselfish service. His scholarly interest in the Bible as well as his gentle and warm personality and firm religious convictions added much to the College. I also wish to record with regret the death on September 8, 1964 of John Otto Rantz, instructor in engineering, emeritus, who served the College faithfully from 1920 until 1949.

The passage of time has produced another change. After 30 years of devotion to teaching and scholarship and to all aspects of the College, Professor Cletus O. Oakley retired as professor of mathematics and chairman of that department on September 1, 1964. His innumerable contributions to the understanding of modern mathematics at the secondary as well as the college level will doubtless continue. But we cannot but feel the loss of his irrepressible energy and enthusiasm and of his wisdom and counsel while he is teaching abroad.

Indicative of the high calibre of our faculty, several of them received important fellowships or assignments for overseas research for 1964-65. These included: Professor Marcel Gutwirth of the French Department, who received a fellowship from the American Council of Learned Societies for study in Paris; Professor George Kennedy in classics who will be in Rome on a Guggenheim Fellowship to prepare

a book on *Rhetoric in Rome*; Professor Paul Hare in sociology who is being sent by the Ford Foundation to the University of Ibadan in Nigeria to strengthen their offerings in sociology; Professor John Davison in music who received a special Ford Foundation award for outstanding young composers to have a year's residence in Kansas City, Mo. Leaves were approved for five other professors, three of whom will be on sabbatic.

In addition to those professors mentioned earlier, the appointments for a regular period of service of Norman Stein as associate professor of mathematics, Walter Dean Burnham as assistant professor of political science, Thomas J. D'Andrea as assistant professor of psychology and William C. Scott as assistant professor of classics to a new position in that department will give the College important new strength. Replacements for the various temporary vacancies, where they have been found to be necessary, have also been filled by highly competent personnel.

Rather than to select and mention a few examples of publications of the scholarly work of the faculty throughout the past year and thus perhaps be unfair to those who are in the midst of studies which have not yet appeared, I refer you to that section of the printed report for this information. I should like to emphasize the extraordinary high standards of our faculty, whether judged on the basis of their teaching and time spent with students, their time and effort spent on committee work and other tasks necessary in an academic community, or on their deep interest in scholarship as evidenced by their research and publications, their extensive participation in national and international scholarly organizations as well as in governmental, philanthropic and community activities. Herein lies the greatest asset of Haverford College which, as I will emphasize later, must be preserved.

The College has also been most fortunate during the past year in the appointment of Alfred R. Crawford, a graduate of the Class of 1931, to vice-president of development. With 30 years' experience as a professional fund raiser, most of which time was spent with the firm of Kersting Brown of which he was vice-president, he took office on August 1, 1964 and immediately began activating a realistic program for the financing of the College in the immediate as well as more distant future. Although technically falling on a date outside of the fiscal year covered by the *Treasurer's Report*, and thus not mentioned by him,

it was a fortuitous omen that I should have received notice from the James Foundation of an unrestricted gift of \$250,000 when I was having my first conference with Alfred Crawford on his first day in office.

Another important administrative appointment which began during the past summer was that of Arthur S. Wood, a graduate of the Class of 1964, to the new position of admissions assistant. Having spent the previous summer as an intern in the Admissions Office and with a commitment to admissions work as a vocation, he is proving to be of great help to that vital work of the College.

THE STUDENT BODY

In view of the fact that the strength of the educational program of the College is closely related to the planned expansion of the student body, it is gratifying to report that the program of expansion has been carried out almost exactly as scheduled. As stated in my *Report* last year, the College planned for 1964 a freshman class of 145 students and a total student body of 500, compared with 130 freshmen and 475 students for 1963. In keeping with his unique ability to give the College the exact number of students it wants, Vice-President Archibald MacIntosh produced an outstanding freshman class of 144 and a student body totalling 497. In 1965 we anticipate a freshman class of similar size which will result in a total enrollment of 534.

In several ways the members of the new freshman class resemble those of last year. They both have comparable verbal and mathematical scores in the Scholastic Aptitude Tests. The number of different schools represented, the geographical distribution and percentage of both classes from public and private schools (sixty/fifty) is similar. But if the Advance Placement record is a fair indication of the intellectual vitality and inquisitiveness of the freshmen, they will make a name for themselves. They show a 31% increase over last year's class in the number of advanced placement credits earned and a 65% increase in the credits granted.

Likewise, the graduating class of 1964 shared similar honors with that of its predecessor. Once again, in proportion to their number, more members of the senior class received Woodrow Wilson Fellowships than those of any other college in the United States. It will be recalled that these fellowships are awarded to outstanding students who

intend to take graduate work in preparation for teaching. Other achievements of the members of the Class of 1964 indicate the continued exceptional ability of our graduates as well as their willingness to accept a significant share of responsibility for the world around them. Richard M. Cooper was selected as a Rhodes Scholar from Pennsylvania. Twenty-eight percent, an increase from a year ago by over a third, are now in professional schools; a third of them are taking regular graduate work, many of whom will go into teaching or research; and seven percent, a threefold increase over last year, intended to go into the Peace Corps. This class also showed a new development, namely, a much higher percentage of its members than those graduating a year ago expected to take positions in business and industry immediately after commencement.

As for the student body as a whole, it will be important to see what the continuing effect of expansion will have on its composition in terms of the proportion of members of the Society of Friends and of graduates of Friends schools. In comparison with last year, there was a drop in the former from 11 percent to nine percent, but an increase in the latter from eight percent to nine percent.

Turning from figures to such aspects of student life as moral tone and sense of responsibility, even though they are difficult to measure, certain facts are apparent. I am gratified to report that the deep sense of worship and reverence both in the silence and vocal ministry which characterized the first few Fifth Day Meetings last year lasted throughout the year and continued this fall. Apparently, the distribution to the students of a statement on the meaning of Meeting, and the adoption of a more flexible method whereby students could choose the days they would attend have helped to develop this new pattern and attitude toward Meeting.

During the past year, Haverford students have shown more than an academic or intellectual interest in our greatest contemporary, national issue, civil rights. A joint Bryn Mawr-Haverford students' committee conceived and organized a two-day conference in early February on "The Second American Revolution." Organized to promote a better understanding of the forces and issues involved in the civil rights movement in the United States, the conference was attended by some 400 student delegates from 50 colleges and universities throughout the country. Its objective was most dramatically achieved at the

session at which James Kilpatrick, advocate of "The Case for Segregation" and James Farmer, executive director of CORE, presented their respective viewpoints before an intensely attentive and overflow audience in Roberts Hall.

Many students have continued to give of their time and energy to tutor under-privileged school-age youngsters in the neighborhood. The student body, faculty and administration contributed to a fund which made possible a summer day camp on the campus for about 75 neighborhood children. The camp was under the general supervision of a faculty committee and the able direction of Richard Bockol, a graduate in June, 1964, and other Haverford students. From reports coming to the College from parents of the boys and girls who attended Serendipity Camp, as it was called, a new, firm basis of communication between the College and its immediate neighbors has been created and can be attributed directly to the success of the camp. Apparently parents of the campers, despite very limited resources, are beginning to collect funds for a camp for next summer. If it is true, as a neighbor is reported to have said, that this is the greatest thing the College has ever done for the immediate community, ways and means must be found to continue it.

Another involvement of students in important issues outside the College was that of Russell D. Stetler, Jr., a sophomore, who became deeply concerned over American policy in Vietnam. As he was a recipient of a scholarship from the Board of Education of Philadelphia and as complaints had been made to the Board about public statements he had made and about his allegedly seeking funds for medical aid for "The Front of National Liberation of South Vietnam," the Board of Education appointed a special committee to look into the matter. When this committee notified the College of a public meeting it was holding "to examine and report on the scholarship" he was holding, it was imperative for the College to clarify its position on the matter.

The basic issue in this case, as the College saw it, was that the exercise of a person's rights as a citizen to speak or write freely on any subject, or to act in accordance with law and his conscience, should not be regarded as a proper basis for withdrawing a scholarship from one of its students. Consequently, the Board of Managers of the College, at a special meeting on April 30, 1964, unanimously agreed that I, as

president of the College, should appear at the public meeting and present to the Committee a statement based on this principle.

The statement which I read included the following: "Haverford College holds that open-minded and free inquiry is essential to a student's educational development. Thus, the College recognizes the right of all students to engage in discussion, to exchange thought and opinion, and to speak or write freely on any subject.

"The College reaffirms the freedom of assembly as an essential part of the process of discussion, inquiry, and advocacy. Students, therefore, have the right to found new, or to join existing organizations, on or off campus, which advocate and engage in lawful actions to implement their announced goals.

"Student actions such as those here involved do not imply approval, disapproval, or sponsorship by the College or its student body; neither do such actions in any way absolve a student from his academic responsibilities. Similarly, students are expected to make clear that they are speaking or acting as individuals and not for the College or its student body.

"The freedom to learn, to inquire, to speak, to organize and to act with conviction within the bounds of law, are held by Haverford College to be a cornerstone of education in a free society."

In conclusion, the statement pointed out that Russell Stetler's academic achievement exceeded the required levels of achievement, that he had a good conduct record, and that if there was basis for belief of a law having been broken, the matter should be determined by the proper legal authorities. In July, 1964 the Special Committee did not recommend rescinding the scholarship.

Turning to significant extracurricular activities, May 7, 1964 marked the beginning of the second century of intercollegiate cricket at Haverford and regular intercollegiate competition throughout the country. On May 7, 1864, Haverford's cricket eleven met and defeated the varsity eleven from the University of Pennsylvania. On May 8, 1964, about 50 former Haverford cricket stars and the varsity eleven of the current year celebrated this event by a dinner at the Merion Golf Club, where many reminiscences revealed the noble record Haverford cricket has had at home and abroad during this past century. The presence of John A. Lester, of the Class of 1896 and a member of the first

eleven to play in England, and of Dr. Gaylord Harnwell, of the Class of 1924 and a varsity cricketer and now president of the University of Pennsylvania, added to the significance of the celebration.

Two special student events in the performing arts were of special significance. The first was a series of outstanding performances of "Hamlet" by the drama clubs of Bryn Mawr and Haverford. Their joint Glee Clubs played an important role in a complete rendering of Bach's "St. John Passion" at Easter time.

THE BUILDING PROGRAM

Although Stokes Hall was in use at the beginning of the last academic year, as evidenced by the annual meeting of the Corporation having been held in its auditorium, dedication of this new, magnificent building for the natural sciences and mathematics did not take place until November 16, 1963. It was most fitting that the building should be dedicated to Dr. S. Emlen Stokes, not only for his devotion to the College, but also for his nearly 30 years of service on the Board of Managers, serving over half that time as Chairman of this Corporation.

As Dr. Norman F. Ramsey, professor of physics at Harvard University and a Philips Visitor, who participated in the dedication explained it, in Stokes Hall we have an outstanding building which clearly shows the effects of detailed planning and which any institution would be proud to have built. The New Jersey Institute of Architects has awarded the College and the architect, Vincent G. Kling, an award of merit for the building.

In last year's *Report* I stated that the renovation of Sharpless Hall would result in new, modern and enlarged facilities for the Biology and Psychology Departments. Thanks to the ingenuity of Herbert Henderson, our consulting engineer from Louis T. Klauder & Associates, and to the careful planning of the members of the departments involved, the College now has another beautiful, modern addition to its educational facilities. Fortunately the building was completed for occupancy before the opening of the current semester. In the next few months, renovation will begin of Lyman Beecher Hall Laboratory's first floor which will result in classroom and office space for the Humanities and Social Science Division.

As a result of delays in settling the contract for construction of the new dormitory which is placed south of, and at right angles to, Leeds Hall, it will not be completed until about January 1, 1965. As in the case of Stokes Hall, the sensitive creativity of Vincent G. Kling as architect and the superior workmanship of Nason and Cullen as contractors have combined to produce another outstanding building for the College. The more I see of both of these buildings, the more thrilled I am with their results.

The new dormitory will accommodate 129 students, each of whom will have his own bedroom-study. Except for 12 single rooms, the building is divided into suites for two, three or four men. Upon completion, overcrowding will be reduced by 78 in Barclay and Lloyd alone, leaving additional space for new students in the future.

As set forth elsewhere at length in the *Librarian's Report*, a special Board committee under the chairmanship of James P. Magill '17 has been active in obtaining preliminary plans for an enlarged library which will solve one of the most pressing needs facing the College in the immediate future. Having completed the construction of new science facilities we must not falter in going forward with this all-important facility so essential for the humanities and social sciences. The College is already greatly indebted to James Magill for the time and effort he has put into this project and in bringing it to its present stage of progress.

Finally, the College continues to be faced with serious problems caused by out-dated and inadequate food services. The addition of a trained and experienced food supervisor to the staff, some equipment replacement, and modifications of kitchen and dining room layout, the conversion of the Founders East Math Room to a small private dining room are improvements made to alleviate the situation.

These improvements are, at best, stop-gap measures. Recent studies clearly indicate the immediate need to expand and modernize our central food facilities if we are to continue to provide food service to our entire resident student body. The problems of inadequate space are obvious from the following figures. By the second semester, 1964-65, when the new dormitory will be ready for occupancy, we will have approximately 480 students eating at the College. With a maximum seating capacity of 226 in the main dining room, we will be able to seat less than half the students at one time.

The kitchen, receiving, and storage space inadequacies are even more critical. The entire kitchen operational area is on three different levels which causes great inconvenience and inefficiencies in operation and difficulties in management supervision. Lack of space for modern equipment with greater capacities and efficiencies necessitates preparing certain menus as many as three times during one meal. The need is immediate to plan and build a modernized and larger central food service. A committee is already at work on how to reconcile our interest in creating two separate living areas as the College expands, and in preserving the common dining room ideal so important for the continued feeling of "oneness" that is still so singularly characteristic of Haverford. I anticipate the next few months will produce specific suggestions as to what form these new facilities should take and how they might be financed within the next few years.

THE COLLEGE AND WORLD AFFAIRS

Although a large amount of time and effort on the part of the administration and faculty was devoted to internal College problems, contact with and interest in world affairs were far from neglected. I had the privilege of being chairman of the United States-Japan Cultural conference in Washington, D. C. in October, 1963 in which important progress was made in expanding cultural exchange between the two countries. Through the cooperation of the Japanese Foreign Office, the College continues to have sent to it young, talented, Japanese foreign service officers for one or two years' study.

In conjunction with Bryn Mawr and Swarthmore, Haverford has been working out ways to incorporate into the undergraduates' experience significant contacts with non-Western cultures. Present plans envisage seeking foundation support for funds to assist in the appointment on each campus of faculty members with special competence in Asia or Africa along with the normally accepted competences in their disciplines. In order to take advantage of the special qualifications of faculty members on each of the campuses, the colleges are considering dividing among themselves responsibility for emphasizing work in either Asia or Africa. Professor Philip Bell continues teaching economics and organizing that department at Makerere University in Uganda and Professor Paul Hare is learning much about Nigeria as professor at the University of Ibadan. Furthermore, Professor Harvey

Glickman in political science only recently returned from leave in Eastern Africa. Because of special interests of these and other faculty members at Haverford in Africa, it is likely that the College will wish to concentrate its efforts on that part of the non-Western studies.

FINANCIAL CHALLENGES

Before concluding this *Report*, I should like to re-emphasize the point, referred to by the Middle States Committee, that the controlling factor of Haverford's education in the future will be whether or not it will be able to retain and obtain the type of faculty it desires and needs.

The record of the College in the past in retaining and recruiting its faculty, even in fields where manpower is in short supply, has been surprisingly good. But the policy of the past two years in contrast to earlier years of restricting salary increases to a limited number of personnel when other institutions have made over-all increases has put the College at a comparative disadvantage in terms of salaries. This fact was especially apparent in recruitment this past year.

As a result of substantial over-all salary increases from 1957 to 1963, Haverford was recently in a very favorable comparative situation among the institutions of higher learning.

In 1962-1963, average compensation for full-time faculty was higher than Haverford's at only six institutions in the United States: Harvard, Cal. Tech., Princeton Theological Seminary, Stanford, Chicago, and Amherst.

In 1963-1964, ten additional colleges and universities surpassed Haverford in average full-time faculty compensation, and we ranked 17th in the nation.

As no general salary increases were given for 1964-65 as well as for the past year, and in view of the general national trend to increase salaries, the comparative position of the College next year in terms of salaries, is bound to worsen. Such being the case, if the College is to maintain its lead among quality institutions an improvement of faculty salaries in the immediate future must be an immediate objective of all concerned.

No one is more aware than I am of the strain of increased operating costs and of our building program or our financial situation. I am also keenly appreciative of the time, energy and substance that members of the Corporation have given so generously to the College. At the same time, I consider it my duty to underline how crucial I consider our salary situation to be. Such being the case, I hope that everyone who has the College's best interests at heart will accept the challenge to support the College during the current year to make possible the absolutely essential salary increases next year. More than at any point heretofore, Haverford College is gaining momentum and is on the threshold of a great new chapter in its history. This momentum must increase at an even higher rate.

HUGH BORTON,
PRESIDENT

STATISTICS FOR REPORT OF THE PRESIDENT

1963-1964

ENROLLMENT

Fall Semester, 1960	472
Spring Semester, 1961	462
Fall Semester, 1961	457
Spring Semester, 1962	443
Fall Semester, 1962	463
Spring Semester, 1963	450
Fall Semester, 1963	474
Spring Semester, 1964	458
Fall Semester, 1964	497
<i>Undergraduate Students</i>	491
<i>Graduate and Special</i>	6

COMPOSITION OF THE STUDENT BODY,

FALL SEMESTER, 1964

The student body represents 35 states and the following foreign countries: Canada, Chile, Dominican Republic, England, Germany, Hong Kong, Italy, Japan, Kenya, Netherlands Antilles, United Republic of Tanganyika and Zanzibar.

Students who are members of the Society of Friends number 48, or 9.7% of the total enrollment, and 56 students are sons of alumni, or 11.3% of the total enrollment.

REGISTRATION IN ACADEMIC COURSES

<i>Department</i>	<i>Registration (Fall & Spring Semesters)</i>								
	Fall, 1964	63-64	62-63	61-62	60-61	59-60	58-59	57-58	56-57
Astronomy	70	145	4	136	105	85	74	56	63
Biblical Lit. (Religion) ..					92	103	132	78	105
Biology	118	227	226	192	205	219	266	234	318
Chemistry	126	241	256	235	234	289	268	279	366
Classics	89	331	209	113	141	108	(Greek and Latin)		
Economics	112	223	233	241	280	255	271	269	228

<i>Department</i>	<i>Registration (Fall & Spring Semesters)</i>									
	Fall, 1964	63-64	62-63	61-62	60-61	59-60	58-59	57-58	56-57	
Engineering . . .	11	34	43	47	58	46	43	64	46	
English	334	575	644	611	701	609	650	700	605	
French	74	159	230	217	197	162	220	245	251	
German	174	284	245	220	268	217	246	206	209	
Greek (Classics)							39	27	27	
History	229	340	337	429	260	300	283	269	237	
History of Art..	38	43	39	91	71	65	50	56	50	
Latin (Classics).							28	44	74	
Mathematics . . .	163	329	303	348	344	345	333	330	333	
Music	72	136	142	115	138	95	90	64	39	
Philosophy	189	353	362	340	431	394	351	306	317	
Physics	91	156	159	148	145	197	206	192	138	
Political Science	139	230	297	309	285	302	248	297	231	
Psychology	127	217	205	165	164	160	149	286	127	
Religion	67	110	123	94	(formerly Biblical Lit.)					
Russian	22	52	43	43	52	72	48	16	11	
Sociology	71	157	155	174	210	205	243	172	142	
Spanish	51	103	111	84	78	84	70	85	105	

General Courses

Asian Studies . .				12						
E. Asian Studies (now History 37-38)									60	
Humanities . . .	54	137	124	117	105	110	135	139	201	
Physical Science		50		51	41	33	20	30		
Social Science..										249

HAVERFORD STUDENTS IN OUTSIDE COURSES

BRYN MAWR COLLEGE

Anthropology	1
Archeology	1
Biology	1
Economics	
(Haverford courses #31, 35, 37)	17
English	6
French	1
Geology	8

German	2
Greek	3
History	
(includes Haverford course #53) ...	12
History of Art	5
Italian	4
Latin	1
Mathematics	2
Music	1
Philosophy	1
Political Science	
(includes Haverford course #44a) ...	4
Psychology	1
Russian (includes 1 student	
in our #11 & 6 in #21)	18
Sociology (Haverford course #49)	5
Spanish	1

UNIVERSITY OF PENNSYLVANIA

Oriental Studies	3
Scandinavian	1
South Asia Regional Studies	2

DEGREES GRANTED, JUNE 5, 1964

B.A.	88
B.S.	11

COLLEGE VISITORS

1963-64

Collection Speakers

Elie Abel, NBC State Department correspondent

Luis E. Aguilar, professor of history, Georgetown University

Colin W. Bell, executive secretary, American Friends Service Committee

Philip Bell, assistant minister, Bryn Mawr Presbyterian Church

George Bookman, director of public information and press relations, New York
Stock Exchange

Hugh Borton, president, Haverford College

James F. Bundy, student, Haverford College

Joseph S. Clark, U.S. Senator from Pennsylvania

Michael Comay, permanent representative of Israel to the United Nations

Paul J. R. Desjardins, associate professor of philosophy, Haverford College

Ralph Gabriel, Phi Beta Kappa visiting scholar, professor of history, American
University

Kumar Goshal, liberal spokesman

Haverford Music Department

Henry Stuart Hughes, professor of history, Harvard University

Thomas G. Kessinger, student, Haverford College

Sidney Lens, labor leader

Charles M. Rice, president, Athens College

Ira De A. Reid, professor of sociology, Haverford College

Victor Riesel, labor columnist

I. Milton Sacks, associate professor, School of Social Science, Brandeis University

William E. Sheppard, II, director of alumni affairs, Haverford College

Jonathan Z. Smith, graduate student, Yale Divinity School

Monroe R. Sonnenborn, student, Haverford College

John A. Zapp, Jr., director, E. I. du Pont de Nemours & Co. Haskell Laboratory

Departmental and General Visitors

Edward A. Aff, assistant vice president, Federal Reserve Bank

******Richard D. Altick, professor of English, Ohio State University

†Amerita Orchestra

C. L. Barber, professor of English, Indiana University

David T. Bazelon, writer and economist

Goodwin B. Beach, professor of classics, Trinity College

Daniel Biebuyck, visiting Rodney Sharp professor of anthropology, University of Delaware

*****M. E. Bitterman, professor of psychology, Bryn Mawr College

*******Wayne C. Booth, visiting George Pullman professor of English, University of Chicago

*****Raoul H. Bott, professor of mathematics, Harvard University

Baron Herbert von Buttlar-Brandenfels, general secretary, Berlin Academy of Fine Arts

Curtis G. Callan, graduate student, Princeton University

*****Angus Campbell, director, Survey Research Center, University of Michigan

†Circle in the Square Theater Company

*****Seymour S. Cohen, professor of biochemistry, University of Pennsylvania

T. Astley Cooper, assistant manager, Girard Trust Corn Exchange Bank

*****Norman Davidson, professor of chemistry, California Institute of Technology

*****Vladimir Dedijer, Senior Simons Fellow, Manchester University

*****Michael J. S. Dewar, professor of chemistry, University of Texas

*****Leonard Doob, professor of psychology and director of African studies, Yale University

Mikel Dufrenne, visiting professor of philosophy, University of Delaware

*****Freeman Dyson, professor of physics, Institute for Advanced Study

*******Leon Edel, professor of English, New York University

William Fagg, curator of African collection, British Museum

*****Edwin E. Floyd, temporary member in the School of Mathematics, Institute for Advanced Study

*Alexander Gerschenkron, Walter S. Barker professor of economics, Harvard University

Jacques Guicharnaud, associate professor of French, Yale University

*Sir Roy Harrod, professor of economics, Cambridge University

Charles Hartshorne, professor of philosophy, University of Texas

*Leon Henkin, professor of mathematics, University of California (Berkeley)

Charles Holzinger, professor of anthropology, Franklin & Marshall College

Janine & Nico, French vocal entertainers

Hans Janitschek, assistant director, Austrian Information Service

Sam Kaplan, research fellow, Cambridge University

Francis de Körösy, director of organic chemistry, Negev Institute, Beersheba, Israel

Robert B. Kunkel, law department, Bell Telephone of Pennsylvania

Harold Kwart, professor of chemistry, University of Delaware

†Lasry-Baschet and the Structures Sonores

Ben Lee, associate professor of physics, University of Pennsylvania

Ardron B. Lewis, Agricultural Development Council

Lincoln University Drama Club

David Longmaid, executive director, Penn-Jersey Transportation Study

*Sir Fitzroy Maclean, member of British Parliament

Student Madrigal Choir of Muenster (West Germany)

Paul Mattick, writer and economist

*John W. Milnor, professor of mathematics, Princeton University

†Modern Jazz Quartet

Paul B. Moses, instructor in art history and the humanities, University of Chicago

Bink Noll, professor of English, Beloit College

Robert Palmer, professor of music, Cornell University

*Arthur B. Pardee, professor of molecular biology, Princeton University

*Talcott Parsons, professor of sociology, Harvard University

††Jaroslav J. Pelikan, Jr., Titus Street professor of ecclesiastical history, Yale University Divinity School

*Norman F. Ramsey, professor of physics, Harvard University

Walter W. Rostow, chairman of the Policy Planning Council, U.S. Department of State

Gregario Salvador, professor of Spanish literature, University of Maryland

*Nevitt Sanford, director, Institute for Study of Human Problems, Stanford University

Carl Scheckel, senior scientist, Hoffmann La Roche, Inc.

Robert Schick, pianist

*Leonard I. Schiff, professor of physics, Stanford University

Karl Schauffele, planning director, Lower Merion Township

Adele Smith, representative, Operation Crossroads Africa

Adele Spitzer, assistant professor of philosophy, Wellesley College

*Gunther Stent, professor of virology, University of California (Berkeley)

Robert Tucker, professor of politics, Princeton University

†The Weavers, folk singers

H. H. Wilson, professor of politics, Princeton University

Robert Paul Wolff, visiting professor of philosophy, Wellesley College

*Charles Yanofsky, professor of biology, Stanford University

*Donald R. Young, president emeritus, Russell Sage Foundation

*Philips Visitor

**Shipley Lecturer

***Rhoads Lecturer

†Art Series

††Library Lecturer

MORRIS INFIRMARY

1963-64

House Patients

Upper respiratory infections	3
Pneumonia	2
Pneumonitis	1
Gastric enteritis	22
Pharangitis	5
Head injury	1
Infectious mononucleosis	2
German measles	4
Miscellaneous	4
Total house patients	44
Number of days:	123

Dispensary Patients

Upper respiratory infections	952
Gastro-intestinal infections	217
Influenza vaccines	407
Other vaccines	82
Allergy immunization	132
Miscellaneous	1812
Total dispensary patients	3602
Total patients	<u>3646</u>

Specialties included in above report

Operations (Hospital cases)	
Splenectomy	1
Arm-tendon repair	1
Severe burns	1

Fractures	
Nose	4
Jaw	1
Arm	1
Fingers	3
Leg and heel (employee)	
(Hospital case)	1
Shoulder dislocation	2
Shoulder separation	1
Lacerations and sutures	20
Contusions and sprains	70
Knee injuries	13
Chipped teeth	6
Sprained ankles	31
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WILLIAM W. LANDER, M.D.

PUBLICATIONS AND ACTIVITIES OF THE FACULTY

1963-64

ASHMEAD, JOHN, JR.

Parts of Books: "On Writing Fiction" and "The Arts of the United States," *The Teaching of English Literature Overseas*, Methuen & Co., 1963.

Pamphlets: *Don't Nobody Move!*, Weymss Foundation, Wilmington, Del., 1964.
Advanced English Language Learning Overseas, National Advisory Council on the Teaching of English as a Foreign Language, 1963.

Articles: "Good Writing from Great Books," *Journal of College Composition and Communication*, Vol. 15, No. 1, pp. 29-33, February 1964.

"English Literature Overseas: A Report on a British Conference," *Publications of the Modern Language Association*, Vol. 78, No. 4, pp. 26-29, September 1963.

Editorial Work: Associate editor, *Literature East and West*.

Lectures: "Advanced English Language Learning Overseas," National Advisory Council for Teaching English as a Foreign Language, Airlie House, Warrenton, Va., Sept. 14, 1963; "Trial by Essay," College Council on English in the Central Atlantic States, Donnell Library, New York, N. Y., Oct. 19, 1963; "The Characterizing Art of Jane Austen in *Pride and Prejudice*," Greater Philadelphia Teachers' Association, St. Joseph's College, Philadelphia, Pa., Nov. 2, 1963; "Recent Trends at Haverford," Haverford alumni of the San Francisco area, San Francisco, Cal., Nov. 27, 1963; "From Real to Modern in American Culture," National Council of Teachers of English annual meeting, San Francisco, Cal., Nov. 30, 1963; "The New Negro Novel: From Chestnutt to Baldwin," Fellows in American Studies, Philadelphia, Pa., Feb. 7, 1964; "Poetry is Eskimo, A Linguistic Analysis of Whitman's Metrics," Conference on College Composition and Communication annual meeting, New York, N. Y., April 28, 1964; "Walt Whitman's Wintry Locomotive, Export Model," Conference on Teaching English to Speakers of Other Languages, Tucson, Ariz., May 8, 1964; "Linguistics and Literature Teaching," National Advisory Council on Teaching English as a Foreign Language, Airlie House, Warrenton, Va., May 15, 1964; "Visual Aids for Teaching Literature Overseas," Department of State, Education Section, Washington, D. C., May 25, 1964.

Member, Board of Directors, Main Line School Night.

Vice chairman, School and College Conference on English.

Secretary, Oriental-Western Literary Relations Conference Group, Modern Language Association.

Member, National Advisory Council on the Teaching of English as a Foreign Language.

Consultant, Weymss Foundation, Conference on American Studies, Wilmington, Del., June 22-27, 1964.

Member, Report and Discussion Committee, The Content of the Freshman Course, College Conference on Composition and Communication.

BENHAM, THOMAS A.

Articles: "Angular Momentum Conservation in a Demonstration Gyroscope," (letter to the editor) *American Journal of Physics*, January 1964.

Editorial Work: Editor and director of *Science for the Blind*.

Lectures: "Electronic Aids for the Blind," I.E.E.E. Student Branch, University of Pennsylvania, Philadelphia, Pa., Sept. 24, 1963; "Satellite Tracking at Haverford College," Valley Forge Chapter, Pennsylvania Society of Professional Engineers, Flourtown, Pa., Nov. 19, 1963.

Award for Service for the Blind, from Blind Relief Fund, May 20, 1964.

Board member and vice president, Pennsylvania Working Home and Philadelphia Association for the Blind.

Fellow, Institute of Electronic and Electrical Engineers.

Principal investigator, Research on Travel Aids for the Blind.

Haverford College I.E.E.E. representative.

Member, Committee for Research on Problems Associated with Blindness.

Member, Governor's Committee on Employment of the Handicapped.

Chairman, committee for selection of books on the physical sciences for the blind—Library of Congress.

Continued activity in study of space communications and tracking.

Conferee, Nine-Dot Braille System, New York, N. Y., June 19, 1964.

BERTHOFF, ANN EVANS

Articles: "The Falconer's Dream of Trust: Wyatt's 'They fle from me,'" *Sewanee Review*, Vol. 71, pp. 477-494, summer 1963.

Lectures: "Alternatives to the Formal Outline" and "Experimental Writing vs. Self-Expression," Greater Philadelphia Council of Teachers of English, University of Pennsylvania, Philadelphia, Pa., April 4 and 18, 1964.

Member, Women's International League for Peace and Freedom.

BRONNER, EDWIN B.

Pamphlets: *The Quaker Collection of the Haverford College Library*, Haverford College, December 1963.

Articles: "First Printing of Magna Charta in America, 1687," *American Journal of Legal History*, Vol. 7, No. 3, pp. 189-197, July 1963.

"Haverford College Acquires Rare Penn Brochure," *Friends Journal*, Vol. 9, No. 20, pp. 443-444, Oct. 15, 1963.

"Religious Society of Friends." *Encyclopedia Britannica Book of the Year*, p. 721, 1964.

Reviews: David Hawke, "In the Midst of a Revolution," *Pennsylvania History*, Vol. 30, No. 3, pp. 382-384, July 1963.

John Joseph Stoudt, "Ordeal at Valley Forge," *American German Review*, Vol. 30, No. 4, p. 38, April-May 1964.

Editorial Work: "Articles in Quaker Periodicals," *Quaker History*; editorial board, *American Journal of Legal History*.

Lectures: "What Does a Curator Do?" Corporation of Haverford College, Haverford, Pa., Oct. 10, 1963; "William Penn's Promotional Literature," Welcome Society, Philadelphia, Pa., Oct. 24, 1963; baccalaureate address, Guilford College, Greensboro, No. Car., May 31, 1964; lectures on Quaker history at Bristol, Central Philadelphia, Plymouth Meeting, and Radnor Friends Meetings.

Vice chairman, Montgomery County Board of Public Assistance.

Director, Friends Historical Association.

Chairman, International Centers Committee; member, International Service and Affairs Executive Committee and the Youth Services Executive Committee, American Friends Service Committee.

Vice chairman, Friends World Committee, American Section, and chairman of the Advisory Committee and the New Meetings Committee.

Member, Civil Liberties Committee, Japan Committee, Arch Street Exhibits and Visitors Committee, and Committee on Records of Philadelphia Yearly Meeting.

Member, Board of Judges, William Penn Peace Prize Committee, Philadelphia Yearly Meeting.

Member, Board of Directors, Pendle Hill.

Charter member of the Committee on Peace Research in History, affiliated with the American Historical Association.

Observer for the Friends World Committee for Consultation, at the Central Committee sessions of the World Council of Churches, Rochester, N. Y., Aug. 26-Sept. 2, 1963.

Testified before the Judiciary Committee of the House of Representatives on the Quaker position regarding required prayers and Bible reading in public schools, May 14, 1964.

Member, Main Line Ecumenical Council.

BORTON, HUGH

Pamphlets: co-author, *College and World Affairs*, New York, N. Y., 1964.

Articles: "Japan-U.S. Cultural Interchange—The Foundation of Continued Understanding and Friendship," *Jiyu Magazine*, Tokyo, February 1964.

Lectures: at Haverford Club of New Jersey, Princeton, N. J., Dec. 13, 1963; Haverford Society of Washington, Washington, D. C., Feb. 17, 1964; and Haverford Society of New England, Cambridge, Mass., April 17, 1964; "Non-Western Studies in the Undergraduate Curriculum," Conference on Education and World Affairs, Princeton, N. J., April 4-7, 1964; speaker, Baltimore Friends School commencement, Baltimore, Md., June 9, 1964.

Vice-president, trustee, Japan Society Inc., Japan International Christian University Foundation.

Chairman, U.S.-Japan Cultural Conference, Washington, D. C., Oct. 15-20, 1963, and chairman, U.S. delegation.

Chairman, forum on "Land Tenure in 17th Century Japan," annual meeting, Association for Asian Studies, March 22, 1964, Washington, D. C.

Chairman, Commission on Academic Freedom & Tenure, Association of American Colleges.

Member, Board of Directors, Penjerdel.

Member, Executive Committee, Foundation for Independent Colleges.

Member, Committee on the College and World Affairs.

Member, China Approach Committee of American Friends Service Committee.

Member, Friends Prison Service Committee.

Member, National Association of Student Personnel Administrators Study Commission on "The Student and Social Issues."

Life Fellow, International Institute of Arts and Letters.

BUTMAN, ROBERT H.

Booklets: *New Jersey: 300th Harvest*, WCAU-TV, Philadelphia, Pa., February, 1964.

Lectures: "The Great Books of Western Civilization," series of seven lectures before the Washington Book Club, Washington, D. C., September 1963-June 1964; "Shakespeare in Production in Colleges and High Schools," The English Speaking Union, Philadelphia, Pa., April 23, 1964.

Associate director, "St. Peter's, Pa." a half-hour TV documentary, WCAU-TV, Philadelphia, Pa., Nov. 3, 1963.

Director, "New Jersey: 300th Harvest" a one-hour documentary, WCAU-TV, Philadelphia, Pa., Feb. 19, 1964.

Director, production of *Hamlet*, University of Pennsylvania, Feb. 8, 1964.

CADBURY, WILLIAM E., JR.

Lectures: "Advise and Guide," Pennsylvania Health Council, Inc., Philadelphia, Pa., March 6, 1964.

Member, Board of Directors, Main Line Council on Alcoholism.

Member, Committee in Charge of Westtown School.

Chairman, College Committee on Outstanding Students.

Consultant, Whitman College, Walla Walla, Wash., March 29-31, 1964.

Member, evaluation panel of Middle States Association, Keuka College, Keuka Park, N. Y., April 5-8, 1964.

Elected Fellow of the American Association for the Advancement of Science, Feb. 5, 1964.

Consultant, Knox Seminars in Educational Management.

CHESICK, JOHN P.

Articles: "Kinetics of the Thermal Interconversion of 2-Methylmethylenecyclopropane and Ethylidenecyclopropane." *Journal of the American Chemical Society*, Vol. 85, p. 2720, 1963.

"Cyclobutane Formation from Mercury Photosensitized Reactions of Ethylene," *Journal of the American Chemical Society*, Vol. 85, p. 3718, 1963.

with M. R. Willcott, "Isotope Effects in the Methylene Insertion Reaction. 1. Propane vs 2,2-Didenteropropane," *Journal of Physical Chemistry*, Vol. 67, p. 2850, 1963.

Editorial Work: Referee of papers for *Journal of the American Chemical Society*, *Journal of Physical Chemistry*, *Canadian Journal of Chemistry*; reader of 1964 Advanced Placement Examination in Chemistry (Educational Testing Service).

Member, American Chemical Society.

Member, American Physical Society.

COMFORT, HOWARD

Articles: "100 Years with Bowl and Bat," *Haverford Horizons*, Vol. 5, No. 3, pp. 10-11, March 1964.

"A Quickie Elementary Latin Course at College Level," *Changes in Teacher Education: An Appraisal*, pp. 152-158, 1963.

Reviews: T. A. Dunbabin and others, "Perachora," *Classical World*, Vol. 58, pp. 287-288, 1963.

E. Clifford, "Bagendon, A Belgic Oppidum; Excavations 1954-56," *Archaeology*, Vol. 16, pp. 137-138, 1963.

J. Toynbee, "Art in Roman Britain," *Archaeology*, Vol. 16, pp. 215-216, 1963.

M. A. Mezquiriz, "Terra Sigillata Hispánica," *American Journal of Archaeology*, Vol. 68, pp. 83-84, 1964.

Lectures: "Arretina nimis ne spernas vasa monemus," American Philological Association, Pittsburgh, Pa., Dec. 28, 1963; "Worship and Ministry," Swarthmore Meeting, Swarthmore, Pa., Oct. 27, 1963; "Puteolan Terra Sigillata," *Rei Cretariae Romanae Fautores*, Strasbourg, France, Sept. 14, 1963.

President, American Philological Association.

President. *Rei Cretariae Romanae Fautores*.

Member, Board of Managers, Moore College of Art.

Continuing Committee on Worship and Ministry, Philadelphia Yearly Meeting.

Fédération Internationale des Associations d'Etudes Classiques (representing the American Philological Association).

Fourth International Congress of Classical Studies, Organizing Committee and Local Committee.

DAVIDON, WILLIAM C.

Articles: "War and Peace," *Proceedings of the Rabbinical Association*, Vol. 27, p. 57, 1963.

with Hans Ekstein, "Observables in Relativistic Quantum Mechanics," *Journal of Mathematical Physics*, Vol. 5, 1964.

with Charles H. Holbrow, "An Introduction to Dispersion Relations," *American Journal of Physics*, Vol. 32, 1964.

Reviews: Hermann Boerner, "Representations of Groups," *American Journal of Physics*, Vol. 32, p. 67, 1964.

Stefan Drobot, "Mathematical Models in Physical Sciences," *American Journal of Physics*, Vol. 32, 1964.

Editorial Work: Referee, *American Journal of Physics*.

Lectures: "Impedance Matching between High School and College Physics Courses," panel discussion, Commission on College Physics, Rosemont, Pa., Nov. 9, 1963; "Symmetry, Sufficient Reason, and Insufficient Passion in Modern Physics," Sigma Pi Sigma Fraternity, Temple University, Philadelphia, Pa., Feb. 1, 1964; "Disarmament—What Alternatives to the Balance of Terror," radio station WFIL, Philadelphia, Pa., March 1, 1964; "Science Research and Teaching," Welsh Valley Junior High School, Narberth, Pa., April 1, 1964; "Disarmament," Foreign Policy Association, Muhlenberg College, Allentown, Pa., April 4, 1964.

Council member, Society for Social Responsibility in Science, Gambier, O.

Delegate-at-large, Federation of American Scientists, Washington, D. C.

Honors examiner in physics, Swarthmore College, Swarthmore, Pa.

Member, Peace Education Committee, American Friends Service Committee, Philadelphia, Pa.

Faculty, High School Science Student Institute, Florida State University, Tallahassee, Fla., June 15-26, 1964.

Testimony before the House Appropriation Subcommittee concerning the Civil Defense budget on behalf of Friends Committee on National Legislation, April 21, 1964.

Consultant, Argonne National Laboratory, Argonne, Ill., August 1963.

DAVISON, JOHN H.

First Performances of Compositions: *Concerto for Harpsichord and String Orchestra*, Bryn Mawr College, Bryn Mawr, Pa., April 17, 1964.

Lectures: panelist, "What Is Happening in the Contemporary Arts and Why," Moore College of Art, Philadelphia, Pa., April 6, 1964.

Program chairman, National Association for American Composers and Conductors, Philadelphia Chapter.

DESJARDINS, PAUL J. R.

Lectures: Report on Research on the Island of Santorin, Haverford College, Haverford, Pa., November 1963; "Book I of Plato's Republic," Dickinson College Philosophy Club, Carlisle, Pa., December 1963; "Stereotypes of Athens and Jerusalem," Swarthmore Christian Association, Swarthmore, Pa., January 1964; "Philosophic Significance of Plato's Dramatic Methodology," Graduate Philosophy Club, Vanderbilt University, Nashville, Tenn., February 1964; "Plato's Euthyphro, Apology, Crito," Honors Students, Harriton High School of Lower Merion, Rosemont, Pa., February 1964; panelist, "Ecumenical Language," Catholic Renaissance Society, Villanova University, Villanova, Pa., April 1964; panelist, "Teaching of Moral Values," sponsored by Friends Schools, Haverford, Pa., March 1964; "Criticism and Belief," Junto Club, Philadelphia, Pa., March 1964; "Skeptical Dogmatism," Lilley Foundation Lecture, Wabash College, Crawfordsville, Ind., April 1964; "The Self in Kierkegaard," Philosophy Club, Rosemont College, Rosemont, Pa., April 1964.

Member, Selection and Interview Committees, Danforth Fellowships.

Conferee, University Seminar on Oriental Thought and Religion, Columbia University, New York, N. Y.

Founder, Oriental Society, Haverford College, Haverford, Pa.

Member, Conference on Christianity and Social Revolution in the Developing Nations, Duke University, Durham, No. Car., April 1964.

Member, Committee on Community Relations, Haverford College, Haverford, Pa.

DIAMANT, ALFRED

Articles: "Political Development: Approaches to Theory and Strategy," *Occasional Papers*, American Society for Public Administration, 1963.

Reviews: S. N. Eisenstadt, "The Political System of Empires," *American Political Science Review*, Vol. 57, No. 4, pp. 968-970, December 1963. Regular contributor of book notes to *Choice*.

Editorial Work: Rendered editorial service to Bobbs-Merrill Co., Frederick A. Praeger, Inc., and Doubleday & Co., Inc.

Lectures: "Recent Developments in Comparative Politics," regional seminar, American Political Science Association, Reno, Nev., August 1963; "The Comparative Study of Political Systems in the High Schools," paper read before the annual meeting of the American Political Science Association, New York, N. Y., September 1963; "Opposing Ideologies," World Affairs Council of Philadelphia,

Philadelphia, Pa., October 1963; "Problems of Communism and the Soviet Union," Cheltenham Senior High School, Cheltenham, Pa., November 1963; panelist, "Professional Ethics and Academic Responsibilities in Higher Education," Pennsylvania Division, American Association of University Professors, fall conference, West Chester, Pa., November 1963; "The Future of Comparative Politics," Georgetown University, Washington, D. C., December 1963; panelist, "Faculty Participation in College and University Government," Drexel Institute of Technology chapter, American Association of University Professors, Philadelphia, Pa., January 1964; "Problems of Communism and the Soviet Union," Abraham Lincoln High School, Philadelphia, Pa., February 1964; "The Bureaucratic Model," Carnegie Seminar, Indiana University, Bloomington, Ind., March 1964; "Some Approaches to the Problem of Political Development," International Relations Colloquium, Yale University, New Haven, Conn., March 1964; "Problems of Communism and the Soviet Union," Central High School, Philadelphia, Pa., April 1964; "Philadelphia and World Affairs," radio station WIBG, Philadelphia, Pa., May 1964; "The High School and World Affairs," radio station WIBG, Philadelphia, Pa., May 1964.

Member, summer research seminar in administration and development, sponsored by Ford Foundation, June-August 1963, Indiana University, Bloomington, Ind.

Member, summer research seminar in problems of bureaucracy in developing nations, sponsored by Ford Foundation, June-July 1964, University of Michigan, Ann Arbor, Mich.

Member, Program Committee administering Ford Foundation grant in administration and development, 1962-65.

Member, Advisory Council for the Graduate Fellows Program, Danforth Foundation, 1964-67.

Member, joint committee on the American government course, American Political Science Association-National Council for the Social Studies.

President, Haverford College chapter, American Association of University Professors, 1963-64.

Member, Committee on International Affairs, American Jewish Congress.

Member, Appointments Committee, Main Line Ecumenical Campus Committee.

DUNATHAN, HARMON C.

Articles: with W. S. Kelley and E. J. Zebian, "The Aromatization of Dihydroquinolines by Loss of the Elements of a Hydrocarbon," *Journal of Organic Chemistry*, Vol. 29, pp. 584-588, 1964.

"Dimers of 1, 3-Diphenylcyclobutadiene," *Journal of the American Chemical Society*, Vol. 86, pp. 453-458, 1964.

"The Friedel-Crafts Alkylation of Benzene—an organic experiment," *Journal of Chemical Education*, Vol. 41, pp. 278-279, 1964.

Lectures: "Some Oxidation-Reduction Chemistry of Quinolines," Organic Seminar, Stanford University, Stanford, Cal., July 1963; "Some Oxidation-Reduction Chemistry of Quinolines," University of California Medical Center, Department of Pharmaceutical Chemistry, San Francisco, Cal., April 1964; "The Mechanism of Action of Vitamin B," Chemistry Department Seminar, Stanford University, Stanford, Cal., June 1964.

GLICKMAN, HARVEY

Parts of Books: Chapter, "Political Science," *Social Research in Africa, Handbook of the African Studies Association*, Praeger, New York, N. Y., 1964.

Chapter, "The Assertion of African Nationalism: Ideology and Policy," *The Spiritual Personality of Emerging Africa*, Catholic Commission on Intellectual and Cultural Affairs, 1964.

Pamphlets: *Impressions of Military Policy in Tanganyika*, RAND Corp. P-2830, November 1963.

Articles: "Dar es Salaam—Where Revolutionaries Plan and Wait," *Africa Report*, Vol. 8, No. 7, July 1963.

Reviews: Philip W. Buck, "Amateurs and Professionals in British Politics, 1918-1955," *Political Science Quarterly*, Vol. 79, No. 2, June 1964.

Bi-monthly reviews of books on African affairs, *Choice, Books for College Libraries*, from Vol. 1, No. 1, March 1964.

Lectures: "African Liberation Movements in Tanganyika," Tanganyika Peace Corps Training Group, Syracuse University, Syracuse, N. Y., Oct. 24, 1963; "Tanganyika Politics," Faculty Seminar on Africa, University of Pennsylvania, Philadelphia, Pa., Jan. 9, 1964; "Is Africa Going Communist?" WFIL-TV, Philadelphia, Pa., Jan. 12, 1964; panel moderator, "African Economic Opportunity," Business Administration Day, Drexel Institute of Technology, Philadelphia, Pa., April 15, 1964; "American Foreign Policy," course conducted at Main Line School Night, Ardmore, Pa., February-April 1964.

Conferee, World Bank Conference, "African Development," University of Pennsylvania, May 13, 1964.

Consultant, RAND Corp., Department of Social Science, Santa Monica, Cal.

Advisory Committee, VISA Program, American Friends Service Committee, Philadelphia, Pa.

Honors examiner, Department of Political Science, Kenyon College, Gambier, O.

Co-chairman, Haverford Faculty Luncheon Discussion Group, "Problems of War and Peace," February-May 1964.

Fellow, African Studies Association.

Member, Royal African Society (London).
Member, Society of African Culture (Paris).
Member, Tanganyika Society (Dar es Salaam).
Member, American Political Science Association.
Member, American Academy of Political and Social Science.
Member, Conference on British Studies.
Member, Peace Research Society.

GREEN, ELIZABETH U.

Editorial Work: Member, editorial staff, *Growth*.

GREEN, LOUIS C.

Articles: "Dallas Conference on Super Radio Sources," *Sky and Telescope*, Vol. 27, No. 2, pp. 80-84, February 1964.

Lectures: with Eleanor K. Kolchin and Norma C. Johnson, "Singly and Doubly Excited States of Two-electron Atomic Ions," *Optical Society of America*, Chicago, Ill., Oct. 25, 1963; "Radio Radiation from the Galaxies," Parents Day, Haverford College, Haverford, Pa., Nov. 2, 1963; "Wave Functions for Singly and Doubly Excited States of Two-electron Atomic Ions," E. O. Hulburt Center for Space Research, U.S. Naval Research Laboratory, Washington, D. C., Nov. 12, 1963; "High Accuracy Wave Functions for Singly and Doubly Excited States of H- and He," Chemistry Colloquium, Bryn Mawr College, Bryn Mawr, Pa., Feb. 14, 1964; "Radio Radiation from the Galaxies" and "Magnetohydrodynamics," Johnstown College, Johnstown, Pa., April 3, 1964; "The Slow Acceptance of the Copernican System," The Baldwin School, Bryn Mawr, Pa., April 21, 1964; "What It Has Meant to Me to Teach Astronomy at Haverford in the Last 25 Years," Founders Club, Haverford College, Haverford, Pa., May 6, 1964; "A Report on the Universe," Library Associates, Haverford College, Haverford, Pa., May 31, 1964; "The Structure of the Universe" in the course "Introduction to Astronomy," The Franklin Institute, Philadelphia, Pa., Nov. 26, 1963.

Member, Committee on the Line Spectra of the Elements of the National Research Council, Washington, D. C.

Member, Commission 14, Fundamental Spectroscopic Data, International Astronomical Union.

GUTWIRTH, MARCEL M.

Reviews: Robert Greer Cohn, "The Writer's Way in France," *The Romanic Review*, Vol. 54, No. 4, pp. 318-319, December 1963.

Lectures: "Le Rouge et le noir as Comedy," Nineteenth Century French Section of the Modern Language Association, Chicago, Ill., Dec. 27, 1963; "Charles Baudelaire," 16 lectures on The University of the Air, WFIL-TV, Philadelphia,

Pa., Oct. 8, 1963-Jan. 28, 1964; "Origins of the Modern Novel," 10 lectures at Main Line School Night, Rosemont, Pa., Oct. 1-Dec. 2, 1963; "The Modern Novel," 10 lectures at Main Line School Night, Ardmore, Pa., Feb. 17-April 23, 1964.

HARE, A. PAUL

Articles: "A Review of Small Group Research for Group Therapists," *The International Journal of Group Psychotherapy*, Vol. 13, No. 4, pp. 476-484, October 1963.

with Robert F. Bales, "Seating Position and Small Group Interaction," *Sociometry*, Vol. 26, No. 4, pp. 480-486, December 1963.

Reviews: Mary L. Bany and Lois V. Johnson, "Classroom Group Behavior: Group Dynamics in Education," *American Journal of Sociology*, Vol. 69, 1964.

Editorial Work: Associate editor, *Sociological Inquiry*.

Lectures: "Adjustment Problems of Volunteers," a series of seminars for the VISA training program at Pendle Hill, Wallingford, Pa., July 1963; "Nonviolence," a series of seminars at Pendle Hill, Wallingford, Pa., September-October 1963; chairman and panelist, "The Teaching of Methodology on the Undergraduate Level," Pennsylvania Sociological Society, University Park, Pa., November 1963; co-chairman and panelist, "Group Dynamics and Group Psychotherapy," American Group Psychotherapy Association, January 1964; "Communication in Small Groups," Radnor High School, Radnor, Pa., March 9, 1964; with L. Howard, "The Peace Corps Volunteer Returns Home," paper presented before Eastern Sociological Society, Boston, Mass., April 1964; "Student Social Research," La Salle College, Philadelphia, Pa., April 1964; panelist, "Fair Housing," radio station WCAU, Philadelphia, Pa., May 6, 1964; "The Computer and Sociological Research," Villanova University, Villanova, Pa., May 12, 1964; "A Survey of Patterns of Student Social Behavior," Villanova University, Villanova, Pa., May 12, 1964; panelist, "Radnor Looks at Fair Housing," Radnor, Pa., May 13, 1964; "A Survey of Patterns of Student Social Behavior," Radnor High School, Radnor, Pa., May 22, 1964; "Small Group Research," University of Pennsylvania Hospital, Philadelphia, Pa., June 12, 1964.

Member, Eastern Sociological Society.

Member, American Sociological Association.

Member, Pennsylvania Sociological Society.

Member, American Association of University Professors.

Member, VISA Committee of American Friends Service Committee.

Member, Pendle Hill Board of Managers.

Co-chairman, Fair Housing Committee of Radnor (Pa.) Township.

Consultant, Peace Corps, Washington, D. C.

Consultant, Temple University Mental Health Project, Philadelphia, Pa.

Conferee, conference for returned Peace Corps and VISA volunteers, Pendle Hill, Wallingford, Pa., Dec. 7, 1964.

HEISE, GEORGE A.

Lectures: "Specificity and Sequence in the Effects of Drugs on Behavior," Psychology Club, Franklin and Marshall College, Lancaster, Pa., Oct. 18, 1963.

Member, Committee on Preclinical Pharmacology, National Institute of Mental Health.

Consultant, Hoffmann LaRoche, Inc.

Chairman, Session on Psychopharmacology, annual meeting of Eastern Psychological Association, Philadelphia, Pa., April 16, 1964.

HETZEL, THEODORE B.

Articles: "Alaskan Indians Caught Between Two Cultures," *Indian Truth*, Vol. 40, No. 3, pp. 1-8, September 1963.

Lectures: "I Had a Dream," Ontario County Indian Day, Canandaigua, N. Y., Aug. 24, 1963; "What's Happening to American Indians," Fellowship House Farm, Phoenixville, Pa., Aug. 25, 1963; "Indians In Alaska & Pennsylvania," WPEN, Philadelphia, Pa., Sept. 7, 8, & 15, 1963; "Our 49th State," Rotary Club, Bala-Cynwyd, Pa., Oct. 29, 1963; "Alaskan Natives," Westtown School, Westtown, Pa., Nov. 2, 1963; "American Indian Civil Rights," Bryn Mawr College, Bryn Mawr, Pa., Dec. 11, 1963; "Quaker Concerns," Haverford Meeting Sunday School, Haverford, Pa., Jan. 5 and Feb. 9, 1964; "American Indians & the American Conscience," Fellowship House, Philadelphia, Pa., Jan. 28, 1964; "Is the Government Meeting Its Obligations to the Indians?," WRCV, Philadelphia, Pa., Jan. 29, 1964; testimony on Indian education & health budgets, U.S. Senate Appropriations Subcommittee, Washington, D. C., March 6, 1964; "Friends and Indians," Friends Meeting, Chestnut Hill, Pa., March 15, 1964; "Friends and Indians," Haverford-Bryn Mawr Young Friends, Haverford, Pa., March 22, 1964; "Rampart Dam Impoundment Area," Department of the Interior, Washington, D. C., March 24, 1964; "The Seneca Indian Crisis," Friends Meeting Adult Forum, Kennett Square, Pa., April 5, 1964; "American Indians Today," Fort-nighters, Wayne Presbyterian Church, Wayne, Pa., April 12, 1964; "American Indians Today" Human Relations Commission, Ursinus College, Collegeville, Pa., April 29, 1964; "Friends and Indians," William Penn Charter School, Philadelphia, Pa., May 6, 1964; "Indian Education," American Indian Capitol Conference on Poverty, Washington, D. C., May 11, 1964; "Our Most Disadvantaged Minority," Masterman School, Philadelphia, Pa., June 2, 1964; "Dimensions of Poverty," Bureau of Indian Affairs, Santa Fe, N. Mex., June 16, 1964.

Member, American Society of Mechanical Engineers.

Member, Society of Automotive Engineers.

Member, American Society for Engineering Education.

Member, Franklin Institute.

Member, Association of American University Professors.

Member, Association on American Indian Affairs.

Member, Indian Program, Community Relations, Youth Services, U.S. Projects committees of the American Friends Service Committee.

Member of Board, Indian Rights Association, Philadelphia, Pa.

Member of Board, Council on Indian Affairs, Washington, D. C.

Member of Board, William Penn Charter School, Philadelphia, Pa.

Member of Board, Emlen Institution, Philadelphia, Pa.

Overseer, Haverford Meeting.

HOLBROW, CHARLES H.

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Lectures: "Evaporation Neutrons," University of Nebraska, Lincoln, Neb., March 17, 1964.

Member, American Physical Society.

Member, American Association of Physics Teachers.

Vice chairman, Group V on optical properties of materials at the Conference on Undergraduate Research Programs in Optical Physics, Southwestern College, Memphis, Tenn.

HUNTER, HOLLAND

Parts of Books: "The World Economy," *Contemporary Civilization, Issue Three*, Scott, Foresman & Company, Chicago, Ill., pp. 162-179, 1963.

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Articles: "Union of Soviet Socialist Republics," 1963 *Collier's Encyclopedia Year-book*, pp. 646-656.

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Editorial Work: Consulting editor, *Journal of Arms Control*.

Lectures: "Evaluating the Soviet Record," University of North Carolina, Chapel Hill, No. Car., July 1963; "Soviet Economic Development," Teachers' College, Columbia University, New York, N. Y., August 1963; "Transportation Planning and Locational Decisions in the USSR," University of Missouri, Columbia, Mo., February 1964; "Transportation in Soviet and Chinese Development," Economic Growth Center, Yale University, New Haven, Conn., April 4, 1964.

Chairman, Program Committee, First National Meeting of the American Association for the Advancement of Slavic Studies, and member, Board of Directors.

Member, School Committee, Haverford Monthly Meeting.

Member, Board of Directors, The Baldwin School.

Member, Board of Directors, The Fountain Valley School.

Member, Grants-in-Aid Committee, Social Science Research Council.

Consultant, The Brookings Institution.

Consultant, The Bendix Corporation.

KENNEDY, GEORGE A.

Reviews: G. M. A. Grube, "A Greek Critic: Demetrius on Style," *American Journal of Philology*, Vol. 84, No. 3, pp. 312-317, July 1963.

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Lectures: "The Historical Study of Rhetoric," Pennsylvania Speech Association, Pittsburgh, Pa., Oct. 19, 1963; "Roman Declamation and the Elder Seneca," Temple University, Philadelphia, Pa., Dec. 11, 1963.

Visiting Associate Professor of Classics, University of Pennsylvania, July-August 1963.

Reader, Advanced Placement Examinations, Educational Testing Service, June 14-19, 1964.

Consultant, *Choice, Books for College Libraries*.

Member, Managing Committee, American School of Classical Studies in Athens.

Vice president, Pennsylvania Division, American Association of University Professors, April 1962-April 1964.

KOSMAN, LOUIS A.

Dissertation: "The Aristotelian Backgrounds of Bacon's *Novum Organum*," Harvard University, April 1964.

Lectures: "Disputes: Factual and Otherwise," Bryn Mawr College Philosophy Club, Bryn Mawr, Pa., Oct. 31, 1963; "Facts," Trinity College Philosophy Club, Hartford, Conn., Feb. 6, 1964; "Religion and Science," Har Zion Adult Seminar, Philadelphia, Pa., March 16, 1964; "Problems in Medieval Jewish Philosophy," 20 lectures at Germantown Jewish Community Center, Philadelphia, Pa., October 1963-April 1964.

Co-chairman, Council of Religion and a Free Society, National Conference of Christians and Jews.

LESTER, JOHN A., JR.

Articles: "The Consolations of Ecstasy," *English Literature in Transition*, Vol. 6, No. 6, pp. 200-211, 1963.

Lectures: "The Consolations of Ecstasy," paper given before Modern Language Association meeting, Chicago, Ill., Dec. 27, 1963; "The Fortunes of Ecstasy," The Literary Fellowship of Philadelphia, Philadelphia, Pa., April 10, 1964.

Evaluator, Middle States Association of Colleges and Secondary Schools.

Member of Board, Union Library Catalogue, Philadelphia, Pa.

LOEWY, ARIEL G.

Books: with Philip Siekevitz, *Cell Structure and Function*, Holt, Rinehart and Winston, Inc., 1963.

Articles: "A Transamidase Mechanism for Insoluble Fibrin Formation," *Biochemical and Biophysical Research Communications*, Vol. 15, No. 177, 1964.

Editorial Work: Biology editor, Holt, Rinehart and Winston, Inc.; member, Advisory Editorial Board, *International Journal of Biorheology*.

Lectures: "Fibrinase," International Committee for the Nomenclature of Blood Clotting Factors, Gleneagles, Scotland, July 1963; "The Role of the Liberal Arts in the University," Curriculum Committee of the Board of Trustees, University of Pennsylvania, Philadelphia, Pa., May 1964; "Science and the Liberal Arts," Eastern Regional Conference for Fulbright Scholars, Philadelphia, Pa., June 1964.

LYONS, JAMES W.

Articles: "The Union Director and His Job," *Higher Education*, Vol. 19, No. 9, pp. 9-14, July 1963.

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Editorial Work: editor, "Review of Special Studies," a supplement to the *Bulletin* of the Association of College Unions.

Lectures: "Some First Impressions of the Haverford Student," Haverford Club of Philadelphia, Philadelphia, Pa., Oct. 2, 1963; "The Haverford Student—1964," planning meeting, New York Alumni 'Giving' Committee, New York, N. Y., Oct. 7, 1963; "Some First Impressions of the Haverford Student," The Corporation of Haverford College, Haverford, Pa., Oct. 8, 1963; "Haverford 1964—Renaissance or Regression?," kickoff dinner, Annual Giving Campaign, Haverford, Pa., Oct. 29, 1963; "Some First Impressions of the Haverford Student," Alumni Council, Haverford, Pa., Nov. 15, 1963; "Haverford 1964—Renaissance or Regression?," Haverford Society of New York, New York, N. Y., Nov. 19, 1963; "Haverford 1964—Renaissance or Regression?," Haverford Society of Delaware, Wilmington, Del., Dec. 12, 1963; "Haverford 1964—Renaissance or Regression?," Triangle Club, Philadelphia, Pa., Jan. 4, 1964; "Phase I, A Decade of Change," Haverford Society of Washington, Washington, D. C., April 2, 1964; "What Became of Joe College?," Haverford Society of Chicago, Chicago, Ill., April 16, 1964; "Significant Research on Student Values," 50th Conference of the Association of College Unions, Indiana University, Bloomington, Ind., April 21, 1964; "The Union Director—Professional or Practitioner?," 50th Conference of the Association of College Unions, Indiana University, Bloomington, Ind., April 22, 1964; "A Sense of Urgency on the Campus," district meeting of Rotary International, Haverford College, Haverford, Pa., May 7, 1964.

Chairman, Committee for the Proposed Main Line Center for Arts and Humanities.

Chairman, National College Committee, American Friends Service Committee.

Chairman, Research Committee, Association of College Unions.

Member, Association for Higher Education.

Member, American College Personnel Association.

Member, American Personnel and Guidance Association.

Member, Pennsylvania Association of Student Personnel Administrators.

MACCAFFREY, WALLACE T.

Reviews: Conyers Read, "William Lambarde and Local Government," *History*, Vol. 48, No. 163, June 1963.

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Lectures: paper on "The Political Background of Shakespeare's World," symposium in honor of Shakespeare's 400th anniversary, University of Rochester, Rochester, N. Y., March 4-6, 1964; paper on "The Political Background of Shakespeare's World," Journal Club, Bryn Mawr College, Bryn Mawr, Pa., April 23, 1964; "Church and State in the Middle Ages," Baldwin School, Bryn Mawr, Pa., Oct. 23, 1963; commentator on paper, "The Tudor Constitution," delivered by G. Elton at the Conference on British Studies, New York, N. Y., Nov. 2, 1963.

Representative from Middle Eastern Renaissance Conference to Council of Renaissance Society of America (two-year term).

MACINTOSH, ARCHIBALD

Board of Overseers, The William Penn Charter School.

Trustee, The College Entrance Examination Board.

Committee on Foreign Student Admission, College Entrance Examination Board.

Conference on Cooperative Plan for Guidance and Admission.

Member, Eastern Group of Admissions Directors.

Member, Association of College Admissions Counselors.

MACKAY, COLIN F.

Articles: with Mary Pandow and Richard Wolfgang, "On the Chemistry of Natural Radiocarbon," *Journal of Geophysical Research*, Vol. 68, No. 13, p. 3929, 1963.

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Lectures: "The Reactions of Atomic Carbon with Ethylene," Bryn Mawr Chemistry Colloquium, Bryn Mawr, Pa., October 1963.

OAKLEY, CLETUS O.

Editorial Work: American Mathematical Monthly.

Lectures: "Two Unusual Algebras" and "Probability," Wake Forest College, National Science Foundation Summer Institute, Winston-Salem, No. Car., July 3-4, 1963; "Boolean Algebra," University of Maryland, National Science Foundation Summer Institute, College Park, Md., July 5, 1963; five lectures on calculus, Association of Teachers of Mathematics in New England, Boston College, Chestnut Hill, Mass., Aug. 14-21, 1963; "Modern Use of Modern Mathematics," Bloomsburg State College, Bloomsburg, Pa., Nov. 19, 1963; "Curricula from K to 14," Philadelphia Section, Mathematical Association of America, Haverford College, Haverford, Pa., Nov. 24, 1963; "Pros and Cons of the Modern Mathematics Program," Delaware County Counselors Association, Media, Pa., Feb. 26, 1964; "Mathematical Faces of Flexagons," Swarthmore Mathematics Club, Swarthmore, Pa., March 10, 1964; "The Nature of Mathematics," Rosemont College, Rosemont, Pa., March 12, 1964; "The New College Entrance Examination Board Achievement Tests in Mathematics," Mid-South Association of Private Schools, Memphis, Tenn., March 14, 1964; "The New College Entrance Examination Board Achievement Tests in Mathematics," Independent Schools Association of the Southwest, New Orleans, La., March 20, 1964; "The High School Calculus Course," National Council of Teachers of Mathematics, Washington, D. C., March 21, 1964; "The Mathematical Theory of Flexagons," Allegheny Section, Mathematics Association of America, Washington, Pa., May 2, 1964; "Field Theory," Association of Teachers of Mathematics of Philadelphia and Vicinity, Philadelphia, Pa., May 6, 1964.

Consultant, National Science Foundation, Washington, D. C., Jan. 9-11, 1964.

Consultant, Abington Township High School, Abington, Pa.; Marple-Newtown High School, Newtown Square, Pa.; Katonah-Lewisboro Schools, Katonah, N. Y.; Pennsbury Schools, Pennsbury, Pa.

Chairman, Mathematical Achievement Test Committee, College Entrance Examination Board.

Chairman, Committee on Secondary School Lecturers, the Mathematical Association of America.

Member, Film Panel, Committee on Educational Media, Mathematical Association of America.

Member, Liberal Arts Conference, Department of Public Instruction, Harrisburg, Pa., April 3, 1964.

PARKER, FRANCIS H.

Parts of Books: chapter, "Traditional Reason and Modern Reason," *Faith and Philosophy*, William B. Eerdmans Publishing Co., Grand Rapids, Mich., 1964, pp. 37-50.

Articles: "Theory of Communication," *Collier's Encyclopedia*, The Crowell-Collier Publishing Co., New York, N. Y., 1963, Vol. 7, pp. 81-88.

Lectures: "Traditional Reason and Modern Reason," Department of Philosophy, University of North Carolina, Chapel Hill, No. Car., Oct. 18, 1963; "The Story of Western Philosophy," The Association for Realistic Philosophy, Wellesley College, Wellesley, Mass., Nov. 8, 1963; "Individual Happiness and Social Service," West Chester Unitarian Fellowship, West Chester, Pa., Nov. 17, 1963; panel moderator, "Toward an Artificial Intelligence," Philadelphia Section of the Institute of Electrical and Electronic Engineers, the Engineers' Club, Philadelphia, Pa., Dec. 9, 1963; "The Holy Mountain," Methodist Men, Ardmore Methodist Church, Ardmore, Pa., Dec. 11, 1963; "Ten Great World Views," a course at Main Line School Night, Lower Merion High School, Ardmore, Pa., 1964; "Wondering How and That We Know," Workshop in Philosophy, Marquette University, Milwaukee, Wisc., June 15, 1964.

President, Metaphysical Society of America.

Member, Executive Committee, American Philosophical Association, Eastern Division.

Honors examiner in philosophy, University of Virginia, Charlottesville, Va.

Chairman of the Friends Council on Education seminar on Character Education, Haverford College, Feb. 20, 1964.

Discussion leader, Workshop in Philosophy, Marquette University, Milwaukee, Wisc., June 15-18.

PERLOE, SIDNEY I.

Articles: "The Relation Between Category-Rating and Magnitude-Estimation Scales of Occupational Prestige," *The American Journal of Psychology*, Vol. 76, pp. 395-403, September 1963.

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Lectures: "The Effects of Attitudes and Concepts on Social Judgment," Undergraduate Psychological Society, University of Pennsylvania, Philadelphia, Pa., Nov. 14, 1963; "The Effects of Attitudes and Concepts on Social Judgment," Psychology Colloquium, Lehigh University, Bethlehem, Pa., Feb. 18, 1964.

PFUND, HARRY W.

Books: Editor, *A History of the German Society of Pennsylvania 1764-1964*, Philadelphia, Pa., 2nd rev., 1964.

Reviews: Fritz Richter, "Hermann Stehr—Schlesier, Deutscher, Europaer," *American German Review*, Vol. 30, No. 5, p. 38, June-July 1964.

Editorial Work: Associate editor, *American German Review*.

Lectures: "Early Germans of Philadelphia," Colonial Philadelphia Historical Society, Philadelphia, Pa., March 12, 1964; "Two Hundred Years of the German Society of Pennsylvania," Pennsylvania German Folklore Society, Philadelphia, Pa., May 2, 1964.

President, National Carl Schurz Association, Philadelphia, Pa.

Vice president and chairman, Library Committee, German Society of Pennsylvania, Philadelphia, Pa.

Trustee, Mary E. Seibert Kahl Foundation, Philadelphia, Pa.

Member, Board of Overseers, Erstes Deutsches Reichswaisenhaus, Lahr, Black Forest, Germany.

POST, L. ARNOLD

Articles: "Menander and the *Helen* of Euripides," *Harvard Studies in Classical Philology*, Vol. 68, pp. 99-118, 1964.

Reviews: Jean Martin, "Ménandre, L'Atrabilaire," *American Journal of Philology*, Vol. 84, No. 2, pp. 200-205, April 1963.

Editorial Work: Editor, *Loeb Classical Library*.

REESE, WILLIAM H.

Articles: Kurt Thomas, "The Choral Rehearsal," translation by W. H. Reese, *The American Choral Review*, July 1963.

Conductor: J. S. Bach, *Saint John Passion*, Lutheran Church of the Holy Communion, Philadelphia, Pa., March 15, 1964.

REID, IRA DE A.

Articles: "The American Racial Centennial," *Debate*, Tokyo, Vol. 5, pp. 76-81, July 1963.

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Editorial Work: English Edition editor, "Local Community and Urbanization," *Social Science Studies*, No. 9, Social Science Research Institute, International Christian University, Tokyo, 1963.

Lectures: "Student Movements at Home and Abroad," Harvard University Summer School Lecture Series, Cambridge, Mass., July 25, 1963; "Integration, Challenge and Response," Senior Seminar in Foreign Policy, Foreign Service Institute, Department of State, Washington, D. C., Sept. 4, 1963; "Japan and Nigeria: Some Outrageous Hypotheses," Haverford College, Haverford, Pa., Oct. 29, 1963; "The American Character in Transition: The Negro Revolt," University of Texas Challenge Symposium, Austin, Tex., Feb. 27, 1964; "Urban Patterns for Library Service," Drexel Institute, Regional Conference, School of Library Science, Philadelphia, Pa., June 16, 1964; and lectures at Library Associates, Haverford College, Haverford, Pa.; Beaver College, Glenside, Pa.; Indiana State College, Indiana, Pa.; W. E. B. DuBois Memorial Lecture, Detroit, Mich.

Visiting Professor of Sociology, Harvard University, summer session 1963.

Member, Commission on Higher Education, Philadelphia, Pa.

Member, Board of Trustees, Friends Central School, Philadelphia, Pa.

Member, Board of Directors, Planned Parenthood Federation, Philadelphia, Pa.

Consultant, American Council on Education, Washington, D. C.

RIDENOUR, GEORGE M.

Articles: "Browning's Music Poems: Fancy and Fact," *PMLA*, Vol. 78, pp. 369-377, September 1963.

ROSE, EDGAR SMITH

Articles: "The What and the Why of Freshman English," *Haverford Horizons*, Vol. 5, No. 3, pp. 5-6, spring 1964.

Lectures: "On the Imagination," Haverford College, Haverford, Pa., Nov. 6, 1963; "Literary Interpretation," sixth annual Conference of the Pennsylvania Council of Teachers of English, Southeastern District, University of Pennsylvania, Philadelphia, Pa., April 25, 1964.

President, Haverford Faculty Swimming Club.

Member, National Council of Teachers of English.

SANTER, MELVIN

Articles: "Ribosomal RNA on the Surface of Ribosomes," *Science*, Vol. 141, p. 1049, 1963.

Lectures: "Studies on *E. coli* Ribosomes," Carnegie Institution of Washington, Department of Embryology, Baltimore, Md., Oct. 1963; "Studies on *E. coli* Ribosomes," Columbia University, Department of Biochemistry, New York, N. Y., Feb. 26, 1964.

SARGENT, RALPH M.

Books: *At the Court of Queen Elizabeth: The Life and Lyrics of Sir Edward Dyer*, University Microfilms, Ann Arbor, Mich. (reprint), 1963.

Reviews: Tennessee Williams, "Period of Adjustment," *The Highlander*, Highlands, N. C., pp. 3-4, July 1963.

Lectures: "Mediterranean Flora," Highlands Biological Station, Highlands, N. C., July 30, 1963; "Spring Flora of Ireland," Philadelphia Botanical Club, Academy of Natural Science, Philadelphia, Pa., Oct. 24, 1963; "Shakespeare the Artist," Shakespeare Festival, University of Pennsylvania, Philadelphia, Pa., Feb. 19, 1964; "Esthetic Experience with Shakespeare," Haverford College, Haverford, Pa., April 15, 1964; "Shakespeare's Comedies and the Modern World," The English Speaking Union, Philadelphia, Pa., April 23, 1964.

Member, Shakespeare Quadricentennial Committee, Commonwealth of Pennsylvania.

Examiner and consultant, English Department, Episcopal Academy, Overbrook, Pa., January 1964.

Chairman, Nominating Committee, American Association of University Professors.

Member, panel of consultants, American Association of University Professors.

Trustee, Highlands Biological Station, Highlands, N. C.

Vice president, Philadelphia Botanical Club, Philadelphia, Pa.

SATTERTHWAITE, ALFRED W.

Editorial Work: Reader, The Princeton University Press.

Lectures: "Renaissance Literature," The Baldwin School, Bryn Mawr, Pa., March 4, 1964; "Shakespeare's English History Plays," The English Speaking Union, Philadelphia, Pa., April 23, 1964; "Homer's *Iliad*," The Baldwin School, Bryn Mawr, Pa., May 6, 1964.

Supervisor, College Entrance Examination Board, Haverford, Pa.

SELOVE, FAY AJZENBERG

Articles: "Teaching Physics in the Four-Year Colleges," *Physics Today*, May 1964.

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with T. Lauritsen, "Energy Levels of Light Nuclei," *American Institute of Physics Handbook*, Second Edition, pp. 8-71 to 8-80, 1963.

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Editorial Work: Editorial Board, *Nuclear News*.

Lectures: "The Particle Zoo," Haverford College, Haverford, Pa., Sept. 18, 1963; "The Particle Zoo," Sigma Xi lecture, Smith College, Northampton, Mass., Oct. 29, 1963; "Physics at Haverford," alumni representatives, Haverford College, Haverford, Pa., Nov. 15, 1963; "Elementary Particles," Philadelphia High School for Girls, Philadelphia, Pa., Jan. 9, 1964; "Matter and Waves," "New Vistas in Physics," "Nuclear Spectroscopy," "Particle Zoo," "Energy Levels of Light Nuclei," "Matter," and "Physics Education at Liberal Arts Colleges," Denison University, Feb. 17-18, 1964; "Physics in Liberal Arts Colleges," Baltimore area Haverford alumni, Baltimore, Md., April 10, 1964; "COPFIC's Consultants Program," Visiting Scientists Dinner, Washington, D. C., April 28, 1964; "Analogue States in Nuclei with $A = 6, 9$ and 12 ," Yale University, New Haven, Conn., May 4, 1964; "The Work of COPFIC," American Institute of Physics, Press Conference, New York, N. Y., May 6, 1964.

Executive secretary, Committee on Physics Faculties in Colleges, American Institute of Physics.

Visiting scientist, American Institute of Physics.

Member, Advisory Committee, Visiting Scientist Program, American Association of Physics Teachers.

Member, Advisory Committee on Manpower, American Institute of Physics.

Member, panel on Impact of Research Funds on Education, and consultant, Office of Science and Technology, Executive Office of the President.

Chairman, Session on Interference Effects, Conference on Compound Nuclear States, American Physical Society.

Member, Aspen Institute for Humanistic Studies, Physics Division.

Honors examiner, Swarthmore College.

Grantee, National Science Foundation.

Guest Associate Physicist, Brookhaven National Laboratory.

Participant, Summer Institute for Theoretical Physics, University of Colorado, Boulder, Colo.

SHEPPARD, WILLIAM E., II

Articles: "Getting Top Mileage from the Reply Envelope," *The Reporter of Direct Mail Advertising*, Vol. 26, No. 6, pp. 48-50, October 1963.

Editorial Work: Editor, *The Monthly Portfolio*, published by The Fund Raising Institute.

Lectures: "How to Write Good Fund Raising Copy," Catholic Mission Procurators, Washington, D. C., Sept. 17, 1963; "How to Write Good Fund Raising Copy," Seminar on Fund Raising and Development, sponsored by the Chicago Society of Fund Raising Executives, Chicago, Ill., March 31, 1964.

SHOWALTER, ENGLISH, JR.

Dissertations: *An Eighteenth-Century Bestseller: Les Lettres Péruviennes*, Yale University, 1964.

Articles: with Elaine C. Showalter, "Poubellism," *Satire Newsletter*, Vol. 1, No. 2, p. 45, spring 1964.

SMITH, WILLIAM RAYMOND

Articles: "The Necessity of the Circumstances: John Marshall's Historical Method," *The Historian*, Vol. 26, No. 1, pp. 19-35, Nov. 1963.

Reviews: Emery Battis, "Saints and Sectaries: Anne Hutchinson and the Antinomian Controversy in the Massachusetts Bay Colony," *Pennsylvania History*, Vol. 30, No. 4, pp. 503-505, Oct. 1963.

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SNYDER, EDWARD D.

Lectures: "Poetry and the Unitarians," Main Line Unitarian Church, Devon, Pa., March 15, 1964.

SOMERS, ANNE RAMSAY

Articles: "Health Insurance: The European Experience," *The New Republic*, Vol. 149, No. 19, pp. 36-38, Nov. 9, 1963.

"Factors Affecting Group Practice Growth," *Medical Group Management*, Vol. 2, No. 2, pp. 10-17, January 1964.

Lectures: "Group Practice and Progress in Medical Care," National Association of Clinic Managers, annual conference, New York, N. Y., Oct. 8, 1963; "Mechanics of Hospital Reimbursement," panel discussion, New Jersey Hospital Association, Princeton, N. J., March 5, 1964; "The Impact of Changing Socioeconomic Forces on Hospital Economics," American College of Hospital Administrators, New Jersey Regional Conference, Princeton, March 13, 1964; "The Changing Doctor-Patient Relationship," State University College, Cortland, N. Y., Institute on Advances in the Health Sciences, April 16, 1964.

STEERE, DOUGLAS V.

Books: *Dimensions of Prayer*, Harper and Row, 1963.

On Beginning from Within and on Listening to Another, Harper and Row, 1964.
Spiritual Counsel and Letters of Baron Friedrich von Hügel, Harper and Row, 1964, and by Darton, Longman and Todd, London, 1964.

Articles: "A Chapter in Protestant Catholic Encounter (1918-62)," *Religion in Life*, Vol. 32, No. 4, pp. 497-507, autumn 1963; "The Inner Bidding—Norway 1963," *Friends Journal*, Vol. 9, No. 21, pp. 462-463, Nov. 1, 1963; "Renewal Within the Church," *Quaker Life*, Series 4, No. 12, p. 452, Dec. 1963; "Listening in on a Family Affair," *Haverford Horizons*, Vol. V, No. 3, pp. 8-9, spring 1964; "Listening in on a Family Affair," *Quaker Life*, Series V, No. 5, pp. 134-135, May 1964; "Journal from Rome," five letters circulated in mimeographed form by Friends World Committee and cited from in the following articles in Quaker papers: *London Friend*, Vol. 121, No. 43, pp. 1232-1233, Oct. 25, 1963; Vol. 121, No. 50, pp. 1472-1474, Dec. 13, 1963; Vol. 121, No. 52, pp. 1531-1532, Dec. 27, 1963; Vol. 122, No. 1, p. 22, Jan. 3, 1964; *Friends Journal*, Vol. 9, No. 24, Dec. 15, 1963; Vol. 10, Nos. 2, 3, 4, 5, Jan. 1, 15, Feb. 1, 15.

Reviews: John Macquarrie, "Twentieth Century Religious Thought," *Religion and Life*, Vol. 33, pp. 138-140, winter 1963-64.

Editorial Work: Consultant on religious books, Harper and Row. Editorial Board, *Religion in Life*.

Lectures: "Development for What?" Foxhove Lecture, Buck Hill Falls, Pa., July 1963; two lectures in International Series at Woodbrooke, Selby Oak, England, on aspects of the Vatican Council; "A Quaker Looks at the Vatican Council," over BBC, London, England, Dec. 9, 1963; lectures on Vatican Council (Second Session) in Geneva, London, Karlsruhe, Bad Pyrmont, Berlin, Johannesburg, Salisbury (Southern Rhodesia), Nairobi (Kenya), Munich, York.

Chairman-elect, Friends World Committee.

Chairman of Board, Pendle Hill, Wallingford, Pa.

Chairman, American Section, International Fellowship of Reconciliation.

American Friends Service Committee: Visa Committee, Centers Committee.

Trustee: Freundschaftsheim, Bückeburg, Germany; Wainwright House; John Woolman Memorial; Binder-Schweitzer Amazonian Hospital Foundation.

SWAN, ALFRED J.

Books: *Album of Pieces for Pianoforte*, W. Paxton and Co., Ltd., London, 1964.

Articles: "Maxim Victorovich Bražnikov and His Work on the Restoration of Old Russian Church Singing," *Pravoslavny Put'*, Jordanville, N. Y., pp. 120-125, 1963.

Lectures: course at Main Line School Night, September-November 1963 and February-April 1964; "English Music," Centre Universitaire, University of Aix-Marseille, Nice, France, July 18-23, 1963.

"Report on the Russian Journey," Winchester College, Winchester, England, Sept. 22, 1963.

Exhibitor, Exposition of Musicalia at the House of Scholars, Leningrad, U.S.S.R., March 1963.

TEAF, HOWARD M., JR.

Articles: "Grades: Their Dominion Is Challenged" (editorial) and "What Price Grades?," *Journal of Higher Education*, Vol. XXXV, No. 2, pp. 87-88, 100-103, February 1964.

"How Do You Grade Them Fairly?," *Haverford Horizons*, Vol. 5, No. 4, pp. 8-9, summer 1964.

Lectures: panelist, "Should we be Scared of Peace?," WRCV-TV, Philadelphia, Pa., Jan. 26, 1964; "Economic Impact of Disarmament," Radnor Meeting, Radnor, Pa., Feb. 2 and 9, 1964; "Economic Impact of Disarmament," Haverford Faculty Peace Seminar, Haverford, Pa., May 5, 1964; "Technology, Employment, and Leisure," Social Order Committee, Philadelphia Yearly Meeting, Philadelphia, Pa., May 14, 1964.

American Friends Service Committee: Board of Directors, Program Priorities Committee, International Services and Affairs Executive Committee, Social and Technical Assistance Program Committee, Volunteers for International Service Program Committee.

Labor arbitrations. National Academy of Arbitrators, Committee on Research and Education; Chairman, Philadelphia Chapter.

Executive Committee, Pennsylvania Conference of Economists.

Trustee and member of Executive Committee, American Freedom from Hunger Foundation.

Director, Oxford Finance Companies, Inc.

Faculty adviser, A.I.E.S.E.C. (Association Internationale des Etudiants en Sciences Economiques et Commerciales).

THOMPSON, CRAIG R.

Lectures: "Marriage as an Honorable Estate in a Group of Erasmian Dialogues," Middle Atlantic Conference, Renaissance Society of America, Swarthmore College, Swarthmore, Pa., Oct. 26, 1963; "College Teaching as a Career," Trustees' Career Conference, Princeton University, Princeton, N. J., Dec. 6, 1963.

Vice president, American Society for Reformation Research.

Member, Board of Governors, Association of Princeton Graduate Alumni.
Director, Philadelphia Chapter, Association of College and Research Libraries.
Fellow, Folger Shakespeare Library, summer 1963.

WALTER, ROBERT I.

Lectures: "Substitution Effects in Stable Organic Free Radicals": Chemistry Department, University of Colorado, Boulder, Colo., Aug. 5, 1963; Chemistry Department, State University of New York, Stony Brook, N. Y., Nov. 1, 1963; Chemistry Department, Juniata College, Huntingdon, Pa., Jan. 8, 1964; 146th Meeting, American Chemical Society, Denver, Colo., Jan. 20, 1964; Department of Biomedical Engineering, Drexel Institute of Technology, Philadelphia, Pa., May 26, 1964.

Member, Committee on Professional Training, American Chemical Society Division of Chemical Education.

Visiting Scholar, Chemistry Department, University of Colorado, summer 1963.

Consultant, Division of Institutional Programs, National Science Foundation.

Honors examiner, Swarthmore College.

WEEKS, DANIEL P.

Editorial Work: Referee, *Journal of Organic Chemistry*.

Lectures: "General Catalysis in Ester Hydrolysis," Bryn Mawr College, Bryn Mawr, Pa., March 6, 1964; "Criteria for Rate Limiting Proton Transfer," Villanova University, Villanova, Pa., April 30, 1964.

REPORT OF THE TREASURER

*presented at the
Annual Meeting of the Corporation
of Haverford College*

October 13, 1964

IT is a pleasure to submit my fourteenth annual report to the Corporation and the Board of Managers. As usual, this report has been audited by Lawrence E. Brown and Company and the auditor's statement is attached.

OPERATIONS

Expansion and change seem inevitably to involve increasing costs. Haverford is no exception, and the past year has been a difficult one financially for the College. The operation of a large new science building, the payment for the construction of the new dormitory, and the renovation of Sharpless Hall have made heavy drains on our cash resources. Our income from funds and trusts for operations increased in a satisfactory manner, \$569,111 as against \$541,285 a year ago, and this in spite of a loss of \$14,600 income from current funds of last year, due to the above special cash payments. The income from College sources rose slightly, \$1,243,700 from \$1,220,802.

The expenses of running the College rose somewhat more, from \$1,955,581 to \$2,073,365 some \$43,000 of which was due to the increased maintenance and operation expenses as noted in the preceding paragraph.

The net result of these increases was a deficit for the year of \$114,313.

RECEIPTS AND EXPENSES

The total income from our Consolidated and Non-Consolidated Funds this year was \$794,949 as against \$759,825 a year ago (excluding current income) and \$665,460 for 1962.

It is encouraging that donations for scholarships rose from \$38,125 to \$45,486. This is in addition to scholarship monies from General and Special Funds and Trusts amounting to \$149,927. Fifteen years ago the total available scholarship funds was \$31,764. Donations for the Library also increased substantially from \$6,289 to \$9,373 due in no small part to the enthusiasm of that worthy group, the Library Associates.

Grants for faculty research and equipment and undergraduate research were notably higher than a year ago, \$212,000 as against \$124,338. These monies came principally from the National Science Foundation and the National Institutes of Health.

An interesting development in connection with the scholarship program is the increasing role played by loans to students in the effort to cover rising tuition costs. As you may recall, we did not join in the Federal Student Loan program, but instead agreed to make funds available for such loans. We have allocated funds, in addition to the accounts specially designated for student loans, during the past three years as follows: in 1961-62 \$13,000; in 1962-63 \$24,450 and in 1963-64 \$31,440.

Another minor item of expense which might be of interest was the faculty tuition grant program. Some years ago the College decided that the reciprocal scholarship arrangement for aid to the children of professors attending college proved unsatisfactory, whereupon Haverford undertook to grant assistance to such children. Last year we granted \$4,201 to five students attending other colleges.

ENDOWMENT

The year marked a further rise in the stock market so that the value of our endowed funds again attained an all time high of \$23,004,278 (exclusive of the William Maul Measey Trust), \$17,805,742 in Consolidated Investments and \$5,198,536 in Non-Consolidated (largely Wm. Pyle Philips Fund). The original cost of these investments was \$8,542,863 for Consolidated Investments and \$1,894,037 for Philips. The total realized gains over the years amount to \$2,434,672 in Consolidated Account and \$990,868 in Philips.

All of the above translated into terms of unit value (market value) means that when we inaugurated this system in 1939, we started with a unit or market value of \$10 for each unit; this rose only slightly

during the next ten years to \$11.58 per unit in 1949; then came a large rise in the market value of our portfolio to \$23.22 in 1959; this has continued to the present figure of \$28.97 at the end of our current fiscal year, June 30, 1964.

In spite of the fact that we realized gains in Consolidated Investments in the amount of \$268,130 during the current year and in Philips in the amount of \$86,622, the overall rate of return on book value rose from last year's 5.8% to 6.04% and remained the same on the much increased market value at 3.50%. All of which is an indication of somewhat more liberal dividend distributions — which it is hoped will continue.

At market value the classification of our Consolidated Investment portfolio showed very little change from a year ago. As of June 30, 1964, we had 65.92% in common stock, 65.02% a year ago; 20.70% in bonds, 20.65% a year ago; 7.13% in preferreds, 8.87% a year ago; 4.09% in College real estate, 4.32% a year ago; and 2.16% in mortgages, cash and miscellaneous, 1.14% a year ago. As common stocks rose in value we sold (at a good profit) a considerable number of these securities and switched into bonds in order to maintain the relative percentages.

ADDITIONS TO FUNDS

During the fiscal year there were additions to Funds in the amount of \$119,244. Two unrestricted legacies are heart-warming, one from Miriam Thomas, daughter of Allen C. Thomas, long a beloved professor and librarian at the College, of \$25,148 and another from Charles E. Gause of the Class of 1880 (following a life estate), of \$21,147. The Library was strengthened by a grant to it from the Grundy Foundation of \$75,000 (one-half of which was received) and we were all given a lift by a gift from the Class of 1964 of the start of a fund in the amount of \$2,313 for increasing faculty salaries. In making this gift there was a 100% participation by the graduating class.

CONCLUSION

We have weathered a difficult year financially. Had it not been for annual giving, our deficit would have been very much larger. It takes a while to get used to the fact that as our student body increases, our endowment, large as it is, is by that increase, watered down; fur-

ther, we live in a very competitive world so far as faculty salaries are concerned. We have stood at nearly the top nationally in average salaries paid; and had our housing subventions been taken into account, at practically the top. We cannot afford to slip back — which we have done during the past year.

Our tuition has been raised, but there is a limit to such increases, even though scholarship aid also rises — as I have already pointed out.

We are trying to hold the line on expenses — a difficult undertaking. We must then look to either increased income from funds or to increased annual giving to implement the faculty salary schedule. Our funds income is increasing, but not rapidly enough.

This leaves annual giving, and I join with our able, new vice president for development in urging that we fully support this enterprise.

WM. MORRIS MAIER,
TREASURER

Lawrence E. Brown & Company

ESTABLISHED 1882

Certified Public Accountants

W. EDWIN DILL
ROBERT W. JOHNSTON
ADDISON R. BROWN, JR.
ALBERT T. ZANGER

1917 FIDELITY-PHILADELPHIA TRUST BUILDING

PHILADELPHIA

October 2, 1964

To the Board of Managers
The Corporation of Haverford College
Haverford, Pennsylvania

Gentlemen:

We have examined the balance sheet of The Corporation of Haverford College as of June 30, 1964, and the related statements of receipts and expenditures, operating statement and report on the funds for the year then ended. Our examination was made in accordance with generally accepted auditing standards, and accordingly included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

The accounting practices followed by the College differ in certain respects from the generally accepted accounting principles usually followed by business enterprises organized for profit. Land, buildings, improvements, furniture and equipment are written off as their cost is funded. Therefore, the plant section of the balance sheet shows these assets at no value, and depreciation accounting for these assets is not applicable. Income from investments is recorded when received, therefore, accrued income on investments is not reflected in the statements.

For the current year, the College changed its practice of deferring donations for annual giving. The result of this change was to increase income from operations by the amount of the 1963-64 annual giving, \$107,608.25. Had the usual practice been followed, the operating loss of \$114,313.57 would have been \$221,921.82.

In our opinion, subject to the above comment relating to land, buildings, improvements, furniture and equipment and accrued income on investments, the accompanying balance sheet and the related statements of income and expenditures, operating statement and report on the funds present fairly the financial position of The Corporation of Haverford College at June 30, 1964 and the results of its operations for the year then ended, in conformity with generally accepted accounting practices for educational institutions. Such practices have been applied on a basis consistent with that of the preceding year, except for the change in accounting for annual giving described in the preceding paragraph, which change we approve.

Very truly yours,

Lawrence E. Brown, Jr.

Certified Public Accountants

THE CORPORATION OF

BALANCE SHEET —

ASSETS

Current

Cash	\$	177,291.51	
Accounts receivable, loans etc.		105,446.88	
Prepaid insurance and expenses		75,925.39	
Inventories		37,405.36	

Deferred Charges:

Construction in progress	855,877.89		
Equipment	15,209.40		
Unfunded construction and renovation	<u>1,178,640.60</u>	\$	2,445,797.03

Loan

Cash	\$	40.71	
Accrued interest receivable		4,435.81	
Loans to students		<u>115,695.18</u>	120,171.70

Endowment

Investments in bonds, stocks and mortgages	\$12,986,415.89		
(Market value \$21,974,267)			
Due from current funds	235,043.58		
Advance to Loan Fund	68,890.00		
Notes receivable	14,427.92		
Perpetual fire insurance deposits	8,673.60		
Investment in college real estate	<u>729,040.79</u>		14,042,491.78

Plant

Land, buildings, improvements, furniture and equipment		0	
		<u>\$16,608,460.51</u>	

HAVERFORD COLLEGE

JUNE 30, 1964

LIABILITIES

Current

Notes payable, bank	\$ 1,400,000.00	
Federal withholding and social security taxes payable	25,208.81	
Due to endowment	235,043.58	
Advance receipts for following year	30,083.35	

Reserves

For operational expenditures	\$ 246,562.50	
Pensions, non-faculty	129,893.33	
Death benefits, non-faculty	11,200.00	
Medical reimbursement plan	23,247.83	
Faculty research	5,567.67	
Library replacements	6,088.34	
Property maintenance and replacement	8,894.62	
Library rehabilitation	31,826.39	
Skating pond	166.84	
Student affairs	2,599.27	
Miscellaneous	1,565.79	
Income reserve, deficit	(144,085.69)	323,526.89

Donations

For special purposes	184,618.61
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Unexpended Balance of Income

From endowment funds for special purposes	165,407.28	
Trust fund principal for building program	81,908.51	\$ 2,445,797.03

Loan

Due to Endowment	\$ 68,890.00	
Loan fund principal	51,281.70	120,171.70

Endowment

For general purposes	\$ 6,835,297.50	
For T. Wistar Brown Graduate School	400,644.31	
For Morris Infirmary	14,712.94	
For Haverford Union	1,878.82	
For scholarships	586,158.48	
For library	390,577.72	
For old style pensions	239,331.87	
For special purposes	169,416.59	
Augustus Taber Murray Research Scholarship Fund	30,124.23	
John Farnum Memorial Fund	31,529.35	
William Pyle Philips Fund	2,884,905.70	
C. Wharton Stork Art Gift Fund	23,200.00	
Walter R. Faries Scholarship Fund	65,066.82	
Philip B. and Louise Spahr Deane Fund	30,130.82	
Undistributed gain, consolidated investments	2,339,516.63	14,042,491.78
		<u>\$16,608,460.51</u>

OPERATING STATEMENT

For the Year ending June 30, 1964

Receipts at College—Applicable to the Budget

Tuition			
Cash	\$	497,568.74	
Scholarships from General and Scholarships Funds		111,265.00	
Wm. Maul Measey Trust—Student Aid		38,662.25	
Scholarships from donations		<u>36,274.01</u>	\$ 683,770.00
Residence Fees			367,006.43
Board & Room from Non-Students			75,024.06
Unit Fee			57,880.50
Miscellaneous Receipts			<u>60,019.87</u>
			\$1,243,700.86

Income from Funds—Applicable to the Budget

Consolidated Investments—General Funds	\$	484,853.52
Wm. Pyle Philips Fund—General		77,381.51
John Farnum Memorial Fund		1,539.75
C. Wharton Stork Art Gift Fund.....		<u>2,330.18</u>

From Trusts

Nathan Branson Hill	\$	247.71	
W. Percy Simpson		2,488.84	
Henry C. Brown		<u>269.74</u>	
			<u>3,006.29</u>
			569,111.25

Donations Applicable to the Budget

From General Purposes in lieu of Annual Giving 1962-63		92,960.77	
From Annual Giving 1963-64		<u>107,608.25</u>	
Interest Received			<u>1,505.68</u>

TOTAL RECEIPTS \$2,014,886.81

Expenses of running the College

Administration	\$	286,465.55	
Educational Department		1,076,992.35	
Maintenance and Operation		367,837.82	
Dining Room and Kitchen.....		274,430.21	
Development		<u>67,639.13</u>	
			<u>\$2,073,365.06</u>

Miscellaneous Expenses

Treasurer's, Secretary's, Legal, Board expenses and services	\$	15,887.39	
Old Style Pensions		16,000.00	
Reserve for Non-Faculty Death Benefit		500.00	
Non-Faculty Pensions Paid.....		8,988.95	
Working Aid to Students.....		14,394.74	
Interest Paid		<u>* 64.24</u>	
			<u>55,835.32</u>
			2,129,200.38

OPERATING LOSS \$ 114,313.57

* Does not include interest on loan temporarily charged to Development Program.

INCOME RESERVE ACCOUNT

June 30, 1964

Reserve Account Deficit June 30, 1963	\$ 29,772.12
Operating Loss for 1963-1964	114,313.57
Reserve Account Deficit June 30, 1964	<u>\$144,085.69</u>

NON-FACULTY PENSIONS RESERVE ACCOUNT RECEIPTS

Balance July 1, 1963	\$129,893.33
Composed of accumulated reserves	
Added:	
Payments made to retired persons	<u>8,988.95</u>
	\$138,882.28

EXPENDITURES

Pensions paid to eleven persons:

G. Banks, M. Beard, R. Braxton, C. Chapin, A. Harris, A. Hewitt, W. Muraski, O. Rantz, J. Sinclair, E. Strothers, E. Walsh	8,988.95
Balance June 30, 1964	<u>\$129,893.33</u>

NON-FACULTY DEATH BENEFIT RESERVE FUND

Balance July 1, 1963	\$ 11,200.00
Composed of accumulated reserves	
Death Benefit paid to Tom Cavanaugh	500.00
	<u>\$ 10,700.00</u>
Appropriated	500.00
Balance June 30, 1964	<u>\$ 11,200.00</u>

PRINCIPAL

Book Value 7/1/63	Increase	Book Value 6/30/64	FUNDS FOR GENERAL PURPOSES (cont.)			Balance 7/1/63	Net Income	Expended	Special	Cr. Balance 6/30/64
\$4,576,028.75		\$4,576,028.75	Brought forward							
12,000.00		12,000.00	J. Henry Scattergood Fund				\$354,228.19	\$317,363.19	\$36,865.00	
103,993.26		103,993.26	Parker S. Williams Fund				8,832.69	8,832.69		
6,581.02		6,581.02	Gilbert C. Fry Fund				426.44	426.44		
2,500.00		2,500.00	Daniel B. Boyer Fund				212.23	212.23		
10,000.00		10,000.00	Marriott C. Morris Fund				859.86	859.86		
191,378.04	\$ 1,308.41	195,686.45	1949 Campaign Salary Fund				13,084.14	11,775.73	1,308.41 ³	
384,218.42	2,611.65	386,830.07	Rufus M. Jones Fund for Advancement of Teaching				26,116.46	23,504.81	2,611.65 ³	
36,178.02		36,178.02	William B. Bell Fund				9,291.62	9,291.62		
25,068.15		25,068.15	Dr. Thomas Wistar Fund				1,693.81	1,693.81		
37,187.20		37,187.20	Charles McCaul Fund				2,590.52		2,650.00 ¹	\$-59.48
5,000.00		5,000.00	Isaac & Lydia Cope Sharpless Fund				349.72	349.72		
4,500.00		4,500.00	Class of 1937 Fund				229.16	229.16		
127,116.48	619.33	127,735.81	J. Horace Cook Fund			\$ 8,950.14	16,581.71		{ 25,185.00 ¹ 619.33 ³ }	-272.48
345,000.00		345,000.00	The Ford Foundation Endowment Fund				17,143.29	17,143.29		
214,000.00		214,000.00	The Ford Foundation				10,619.01	10,649.04		
12,426.18		12,426.18	Accomplishment Fund							
10,000.00		10,000.00	Thomas Harvey Haines & Helen Hague Haines Fund				626.71	626.71		
8,932.50		8,932.50	Emily Bishop Harvey Fund				487.22	487.22		
35,828.17		35,828.17	Class of 1933-25th Anniversary Fund				415.48	415.48		
10,000.00		10,000.00	John E. Hume Fund				1,533.39	1,533.39		
3,525.00		3,525.00	Frederic H. Strawbridge Fund				428.44	428.44		
	520.00	4,045.00	Archibald MacIntosh Endowment Fund			304.65	156.47			461.12
185,110.15		185,110.15	The William H. Collins Fund				8,014.68	8,014.68		
25,000.00		25,000.00	Mary Frances Nunn Fund			-380.51	1,085.03		700.00 ¹	4.52
346,106.56		346,106.56	Eli Nichols Fund				13,496.63	13,496.63		
25,000.00		25,000.00	William Gibbons Rhoads Fund			1,487.23	974.44		861.10 ⁴	1,600.57
5,904.81		5,904.81	Class of 1911-50th Anniversary Fund				218.20	218.20		
7,275.67		7,275.67	Class of 1935-25th Anniversary Fund				269.02	269.02		
25,083.31	6,114.25	25,083.31	Class of 1937-25th Anniversary Fund				702.43	702.43		
25,148.45		25,148.45	Allen C. Thomas Fund				1,481.48	1,481.48		
21,147.97		21,147.97	Charles E. Cause Fund				489.03	489.03		
\$6,777,827.44	\$57,470.06	\$6,835,297.50				\$10,361.51	\$486,495.50	\$424,322.27	\$70,800.49	\$1,734.25

PRINCIPAL

Book Value 7/1/63	Increase	Book Value 6/30/64
\$ 397,744.42	\$ 2,899.89	\$ 400,644.31
\$ 9,653.44	\$	\$ 9,653.44
5,059.50		5,059.50
\$ 14,712.94	\$	\$ 14,712.94
\$ 1,878.82	\$	\$ 1,878.82

FUNDS FOR WISTAR BROWN GRADUATE SCHOOL

Moses Brown Fund

FUNDS FOR MORRIS INFIRMARY

Infirmary Endowment Fund.....
John W. Pinkham Fund.....

FUNDS FOR HAVERFORD UNION

Haverford Union Fund

FUNDS FOR SCHOLARSHIPS

\$ 5,257.82	\$ 5,257.82	Thomas P. Cope Fund	\$ 57.06	\$ 510.14	\$ 370.00 ¹	\$ 197.20
6,069.23	6,069.23	Edward Yarnall Fund	112.61	490.21	600.00 ¹	2.82
19,817.40	19,817.40	Isaiah V. Williamson Fund.....	98.59	1,182.68	1,300.00 ¹	-18.73
5,056.25	5,056.25	Richard T. Jones Scholarship Fund..	103.03	717.77	600.00 ¹	220.80
7,013.61	7,013.61	Mary M. Johnson Scholarship Fund...	95.66	565.93	652.85 ¹	8.74
7,919.76	7,919.76	Sarah Marshall Scholarship Fund....	111.22	706.42	830.00 ¹	-12.36
22,845.86	22,845.86	Clementine Cope Fellowship Fund...	1,786.41	1,526.42	800.00 ¹	2,512.83
10,202.21	31.92	Isaac Thorne Johnson Scholarship Fund	-37.37	469.29	400.00 ¹	
11,662.39	11,662.39	Caspar Wistar Memorial Scholarship Fund			31.92 ³	
5,155.85	5,155.85	J. Kennedy Moorhouse Scholarship Fund	99.48	752.25	700.00 ¹	151.73
16,709.13	580.00	Louis Jaquette Palmer Scholarship Fund	210.29	527.07	750.00 ¹	-12.64
5,045.60		Scholarship Fund	571.07	1,189.99	1,700.00 ¹	61.06
22,250.00		Paul W. Newhall Memorial Scholarship Fund	44.53	415.48	470.00 ¹	-9.99
5,017.31		Robert Martin Zuckert Memorial Scholarship Fund	496.68	2,166.08	2,700.00 ¹	-37.24
3,000.00		Samuel E. Hilles Scholarship Fund...	5.25	357.69	370.00 ¹	-7.06
11,200.00		Class of 1913 Scholarship Fund.....	46.91	298.91	350.00 ¹	-4.18
10,000.00		Class of 1917 Scholarship Fund.....	115.88	886.76	1,000.00 ¹	2.64
75,534.58		Daniel B. Smith Fund	139.96	741.29	880.00 ¹	1.25
		Sarah Tatam Hilles Memorial Scholarship Fund	1,478.85	7,525.47	7,850.00 ¹	1,154.32
\$ 249,757.00	\$ 611.92	Forward	\$ 5,536.11	\$ 21,029.85	\$ 22,354.77	\$ 4,211.19

INCOME

Balance 7/1/63	Net Income	Expended	Special	Cr. Balance 6/30/64
	\$ 28,998.92	\$ 23,599.03	{ \$2,500.00 ¹	
			{ 2,899.89 ³	

\$ 916.65	\$ 916.65
499.18	499.18
\$ 1,415.83	\$ 1,415.83
\$ 107.61	\$ 107.61

\$ 510.14	\$ 370.00 ¹	\$ 197.20
490.21	600.00 ¹	2.82
1,182.68	1,300.00 ¹	-18.73
717.77	600.00 ¹	220.80
565.93	652.85 ¹	8.74
706.42	830.00 ¹	-12.36
1,526.42	800.00 ¹	2,512.83
469.29	400.00 ¹	
	31.92 ³	
752.25	700.00 ¹	151.73
527.07	750.00 ¹	-12.64
1,189.99	1,700.00 ¹	61.06
415.48	470.00 ¹	-9.99
2,166.08	2,700.00 ¹	-37.24
357.69	370.00 ¹	-7.06
298.91	350.00 ¹	-4.18
886.76	1,000.00 ¹	2.64
741.29	880.00 ¹	1.25
7,525.47	7,850.00 ¹	1,154.32
\$ 21,029.85	\$ 22,354.77	\$ 4,211.19

PRINCIPAL			FUNDS FOR SCHOLARSHIPS			INCOME		
Book Value	Increase	Book Value	(cont.)		Balance	Net Income	Expended	Special
7/1/63		6/30/64			7/1/63			
\$	\$	\$	Brought forward		\$	\$	\$	\$
249,757.00	611.92	250,368.92			5,536.11	21,929.85	22,354.77	1,211.19
41,375.01		41,375.01	Elihu Grant Memorial					
			Scholarship Fund		462.59	3,537.06	3,750.01	249.65
17,050.00		17,050.00	Christian Febliger Memorial					
			Scholarship Fund		286.24	1,575.24	1,900.01	38.52
5,000.00		5,000.00	Joseph L. Markley Memorial					
			Scholarship Fund		-1,123.40	498.18		-625.22
30,000.00		30,000.00	Joseph C. & Anne N. Birdsall					
			Scholarship Fund		372.76	2,496.87	2,900.01	30.37
3,000.00		3,000.00	Daniel E. Davis, Jr. Memorial					
			Scholarship Fund		91.75	254.07	350.01	4.18
20,000.00		20,000.00	Jonathan M. Steere Scholarship Fund		109.74	1,211.57	1,350.01	28.69
15,000.00		15,000.00	William Graham Tyler Memorial					
			Scholarship Fund		142.46	1,185.67	1,350.01	21.87
2,800.00	500.00	3,300.00	1890 Memorial Scholarship Fund		254.33	227.55	470.01	11.88
50,707.06	341.75	51,048.81	1919 Campaign Scholarship Fund		117.61	3,417.50	3,600.01	406.64
							{ 341.75	
							{ 500.01	
							{ 519.27	
16,250.17	519.27	16,769.44	Max Leuchter Scholarship Fund			1,019.27		
25,000.00		25,000.00	A. Clement Wild Scholarship Fund		132.55	1,544.35	1,700.01	23.10
6,245.11		6,245.11	Caroline Chase Scholarship Fund		65.05	421.46	400.01	86.51
5,000.00		5,000.00	Roy Thurlby Griffith Memorial Fund		116.31	349.72	450.01	16.03
10,000.00		10,000.00	Class of 1904 Scholarship Fund		100.91	507.15	325.18	282.88
10,000.00		10,000.00	Inazo Nitobe Scholarship Fund		349.26	489.21		838.47
8,000.00	1,000.00	9,000.00	Summerfield Foundation					
			Scholarship Fund		540.92	362.71	850.01	53.63
12,575.00		12,575.00	W. LaCoste Neilson Scholarship Fund		-33.59	626.71	600.01	-6.88
2,000.00		2,000.00	Rufus Matthew Jones					
			Scholarship Fund		289.31	85.69	377.15	2.15
12,500.00	300.00	12,800.00	Clinton P. Knight, Jr., New England					
			Scholarship Fund		-75.09	520.10	474.33	29.32
10,000.00		10,000.00	The F of x Scholarship Fund		-73.80	437.40	374.82	-10.72
7,000.00		7,000.00	M. A. Aizenberg Scholarship Fund		210.00	259.06	210.00	259.06
6,257.00	1,000.00	7,257.00	Class of 1912 Scholarship Fund			251.16		251.16
15,476.69	892.50	16,369.19	Class of 1936 Scholarship Fund			572.91		572.91
\$ 580,993.04	\$ 5,105.44	\$ 586,158.48			\$ 7,872.52	\$ 42,880.46	\$ 45,147.27	\$ 5,605.71

PRINCIPAL			INCOME				
Book Value	Increase	Book Value	Balance 7/1/63	Net Income	Expended	Special	Cr. Balance 6/30/64
FUND FOR THE LIBRARY							
\$ 17,435.06	\$	17,435.06		\$ 1,193.64	\$ 1,193.64	{ 97.02 ³ 506.77 ⁴ 4,500.34 ⁵	
68,269.99	97.02	68,367.01		5,153.15			
			—49.02	92.66			
5,000.00		5,000.00					—46.29
20,306.74		20,306.74					
173,078.14		173,078.14					
635.47		635.47					
1,002.34		1,002.34					
6,550.00		6,550.00					
1,253.52		1,253.52					
600.00		600.00					
1,500.00		1,500.00					
5,000.00		5,000.00					
37,616.94	255.07	37,872.01					
2,286.47	50.00	2,336.47					
1,000.00		1,000.00					
13,640.96		13,640.96					
	35,000.00	35,000.00					
\$ 355,175.63	\$35,402.09	\$390,577.72					
FUND FOR							
OLD STYLE PENSIONS							
\$ 41,237.08	\$	41,237.08		\$ 3,790.14	\$ 3,790.14		
36,758.66		36,758.66		3,698.47	3,698.47		
68,113.78		68,113.78		4,910.04	4,910.04		
3,272.24		3,272.24		310.87	310.87		
96,656.39	—6,706.28	89,950.11		8,641.39	8,641.39		
\$ 246,038.15	—\$6,706.28	\$ 239,331.87		\$ 21,350.91	\$ 21,350.91		
FUND FOR SPECIAL PURPOSES							
\$ 5,248.00	\$	5,248.00	\$ 419.81	\$ 522.09	\$	\$ 364.79 ⁴	\$ 577.11
1,126.75		1,126.75	—24	23.92		280.00 ²	—256.32
4,197.87		4,197.87	1,098.01	307.88		225.00 ²	1,180.89
\$ 10,572.62	\$	10,572.62	\$ 1,517.58	\$ 853.89		\$ 869.79	\$ 1,501.68
			Forward				

PRINCIPAL		
Book Value	Increase	Book Value
7/1/63		6/30/64
\$ 152,842.08	\$ 615.88	\$ 133,457.96
	9,645.63	9,645.63
	2,313.00	2,313.00
	4,000.00	4,000.00
<u>\$ 152,842.08</u>	<u>\$ 16,574.51</u>	<u>\$ 169,416.59</u>

FUNDS FOR SPECIAL PURPOSES (cont.)	Balance 7/1/63	Net Income	INCOME		Cr. Balance 6/30/64
Brought forward	\$15,668.25	\$ 12,922.81	Expended	Special	
Fund for the Development of the Natural Beauty of the Haverford Campus			\$ 770.11	\$ 7,213.62	\$20,607.33
The Class of 1964 Faculty Salary Fund		192.92			192.92
Henry S. Drinker Music Fund.....					
	<u>\$15,668.25</u>	<u>\$ 13,115.73</u>	<u>\$ 770.11</u>	<u>\$ 7,213.62</u>	<u>\$ 20,800.25</u>

REPORT ON NON-CONSOLIDATED FUNDS

\$	\$ 31,741.22	\$ -211.87	\$ 31,529.35	John Farnum Memorial Fund.....	\$	1,539.75	\$ 1,539.75
				Nathan Branson Hill Trust.....		247.71	247.71
				W. Percy Simpson Trust.....		2,488.84	2,488.84
				Henry C. Brown Trust.....		269.74	269.74
	19,247.00	10,883.82	30,130.82	Philip B. & Louise Spahr Deane Fund		559.49	
	27,226.42	2,897.81	30,124.23	Augustus Taber Murray			\$ 382.41 ¹²
				Res. Sch. Fund.....		1,716.75	\$ 124.39 ³
	65,066.82		65,066.82	Walter R. Faries Scholarship Fund..	159.37	2,767.50	490.00 ¹²
2,798,283.49	86,622.21	2,884,905.70		Wm. Pyle Phillips Fund.....		2,754.96 ¹²	202.36 ¹³
				General		77,381.51	2,754.96 ¹²
				Special	93,158.10	78,272.07	25,431.76 ⁵
							15,706.49 ¹¹
							5,730.28 ¹⁴
\$2,941,564.95	\$100,191.97	\$3,041,756.92					
							\$125,810.63

CLASSIFICATION OF INVESTMENTS

JUNE 30, 1964

	CONSOLIDATED ACCOUNT			NON-CONSOLIDATED ACCOUNT		
	BOOK VALUE	TOTAL	MARKET VALUE	TOTAL	BOOK VALUE	MARKET VALUE
BONDS						
Municipal			\$	\$	64,976.25	66,546
U. S. Government	512,625.00				202,062.50	199,626
Industrial	1,548,005.47		1,593,979		396,070.09	418,115
Public Utility	672,394.45		680,798		149,188.48	151,450
Railroad	346,055.72		347,058		138,121.97	156,720
Foreign	487,667.50		505,844		228,375.00	236,745
Banks & Insurance	49,687.50	\$ 3,616,435.64	50,125	\$ 3,685,584	111,148.15	111,775
					\$1,289,942.44	\$1,340,977
PREFERRED STOCK						
Industrial	785,946.02		773,557			
Public Utility	306,790.77		296,871			
Railroad	176,415.68	1,269,152.47	198,500	1,268,928	15,467.75	20,750
COMMON STOCK						
Banks & Insurance	796,387.07		2,009,161		152,399.29	297,898
Industrial	2,752,335.28		6,269,966		890,630.05	2,015,631
Public Utility	1,370,846.34		3,385,300		593,263.36	1,407,196
Railroad	59,525.92		73,950			
Miscellaneous		4,979,094.61		11,738,380	19,219.83	35,250
					1,655,512.53	3,755,975
MORTGAGES						
		104,196.39		104,196		
COLLEGE REAL ESTATE						
		729,040.79		729,040		
MISCELLANEOUS						
		91,991.52		91,991		
		187,623.44		187,623	80,834.20	80,834
		<u>\$10,977,534.86</u>		<u>\$17,805,742</u>	<u>\$3,041,756.92</u>	<u>\$5,198,536</u>
CASH						

NOTE: There is also held \$56,614.06 Banks & Insurance stock not included in the above figures, being holdings in *C. Wharton Stork Art Gift Fund* which is not included in the Funds. This Fund has an overdraft in principal cash of \$33,414.06.

DONATIONS FOR ADDITIONS TO FUNDS

1963 - 1964

<i>Archibald MacIntosh Endowment Fund</i>			
Gifts of: John F. Marquardt, M.D.	\$ 20.00		
Gilbert H. Marquardt, M.D.	500.00	\$	520.00
<i>The Class of 1937—25th Anniversary Fund</i>			
Additional gifts			6,114.25
<i>Allen C. Thomas Fund (new)</i>			
From Estate of Miriam Thomas			25,148.45
<i>Charles E. Gause Fund (new)</i>			
Residuary estate of Charles E. Gause			21,147.97
<i>Louis Jaquette Palmer Scholarship Fund</i>			
Gift of Triangle Society			580.00
<i>1890 Memorial Scholarship Fund</i>			
Gift of Andrew L. Lewis			500.00
<i>The Summerfield Foundation Scholarship Fund</i>			
Additional gift			1,000.00
<i>The Class of 1912 Scholarship Fund</i>			
Gift of Margaret T. Maier			1,000.00
<i>The Class of 1936 Scholarship Fund</i>			
Additional gifts			892.50
<i>The Class of 1909—Rufus M. Jones Memorial Library Fund</i>			
Gift of Lawrence E. Moore			50.00
<i>Joseph R. Grundy Library Fund (new)</i>			
Grant from Grundy Foundation			35,000.00
<i>David R. Bowen Premedical Fund</i>			
Gifts of: Lewis H. Bowen	75.00		
Maurice G. Gurin	75.00		150.00
<i>Fund for the Development of the Natural Beauty of the Haverford Campus (new)</i>			
Gift in securities of John A. Silver			9,645.63
<i>Class of 1964 Fund for Increasing Faculty Salaries (new)</i>			
Class gifts			2,313.00
<i>Clinton P. Knight New England Scholarship Fund</i>			
Gift of Clinton P. Knight			300.00
<i>Henry S. Drinker Music Fund (new)</i>			
Gifts from friends			4,000.00
		TOTAL	\$108,361.80
<i>Non-Consolidated Funds</i>			
<i>Philip B. & Louise S. Deane Fund</i>			
Additional gifts in securities			\$ 10,883.82

SUMMARY OF THE ACCOUNTS OF THE CORPORATION OF HAVERFORD COLLEGE

WM. MORRIS MAIER, *Treasurer*

ALDO CASELLI, *Comptroller*

For the Year ending June 30, 1964

RECEIPTS

Income from Endowment Funds Consolidated

Funds for General Purposes	\$486,495.50		
T. Wistar Brown Graduate School.....	28,998.92		
Morris Infirmary Funds	1,415.83		
Haverford Union Funds	107.61		
Scholarship Funds	42,880.46		
Library Funds	33,010.81		
Old Style Pensions	21,350.91		
Special Purposes Funds	13,115.73	\$	627,375.77

Income from Non-Consolidated Funds

John Farnum Memorial Fund	\$	1,539.75		
Nathan Branson Hill Trust		247.71		
W. Percy Simpson Trust.....		2,488.84		
Henry C. Brown Trust		269.74		
Philip B. & Louise S. Deane Fund.....		559.49		
Augustus Taber Murray Research				
Scholarship Fund		1,716.75		
Walter R. Faries Scholarship Fund.....		2,767.50		
C. W. Stork Art Gift Fund.....		2,330.18		
Wm. Pyle Philips Fund		155,653.58	167,573.54	\$ 794,949.31

Income from College Sources

Tuition	683,770.00		
Residence Fees	367,006.43		
Board and Room from Non-Students.....	75,024.06		
Unit Fee	57,880.50		
Miscellaneous Receipts	60,019.87		1,243,700.86

Interest Received 1,505.68

Donations for Additions to Funds

(as per schedule) 108,361.80

Donations for Additions to Funds—Non-Consolidated

(as per schedule) 10,883.82

Donations other than Funds

For General and Special Purposes

From Shell Co.	1,500.00		
“ Lindback Foundation	1,500.00		
“ duPont Company	5,000.00		
“ Buckingham Mountain Fdn.	1,500.00		
“ Dept. of State—A.I.D.	1,000.00		
“ Hartford Club	30.00		
“ various individuals for			
Haverford Club	360.00		
Forward	\$ 10,890.00		\$2,159,401.47

Forward

\$2,159,401.47

Donations other than Funds

For General and Special Purposes (cont.)..\$ 10,890.00

" various individuals for		
Madrigal Choir	199.06	
" various individuals for		
general purposes	11,548.13	
" donors to Paul Moses Fund.....	274.93	
" various individuals in memory		
Herbert W. Reisner	600.00	
" contributions to Second		
American Revolution	1,925.00	
" various individuals in memory		
Eugene A. Sherpick	2,060.00	\$ 27,497.12

For Scholarships

From Friends Freedman Assn.	3,000.00	
" National Merit Corp.	8,800.00	
" New York Haverford Society.....	200.00	
" Haverford Soc. of New England..	24.33	
" African Students	1,773.66	
" Carl F. Boester	1,725.00	
" Albert V. Fowler	300.00	
" Alfred W. Fischer Fund.....	500.00	
" City Scholarship Committee	100.00	
" West Shore Rotary Club	600.00	
" The Bulletin	1,950.00	
" E. Todd Wheeler	755.00	
" First Penna. Banking & Trust....	1,475.00	
" Elks National Foundation	400.00	
" Nat'l Assn. of Secondary Schools..	500.00	
" Penna. Medical Society	1,475.00	
" Women's Club of Mt. Lebanon...	500.00	
" Rennselaer Polytechnic Inst.	800.00	
" Public Welfare Fdn. Wash., D. C..	2,000.00	
" Upper Darby Alumni Assn.	100.00	
" Lindback Foundation	1,500.00	
" Port Jefferson (N.Y.)		
Teachers Assn.	150.00	
" Robert S. Tannenbaum	50.00	
" Charles F. Neuhaus	100.00	
" Students Assn. Haverford College.	676.66	
" Sisterhood of Temple Beth Hillel	50.00	
" Theano Foundation Trust	750.00	
" African-American Institute	8,281.38	
" Scott Paper Foundation	3,950.00	
" Phila. School District	3,000.00	45,486.03

For Library and Books

From Library Associates	2,735.13
" Eleanor Kittridge	250.00
" Samuel E. Stokes, Jr.	500.00
" Wallace T. MacCaffrey	50.00
" Margaret Conklin	100.00
" Stephen Sarnoff	50.00
" Walter Selove	50.00

Forward \$ 3,735.13

\$2,159,401.47

Forward

\$2,159,401.47

Donations other than Funds

<i>For Library and Books (cont.)</i>	\$ 3,735.13	
" John Burton Campbell	20.00	
" Roger D. Wollstadt	15.00	
" S. R. Rosenbaum	7.28	
" Mrs. Bernard Segal	10.00	
" Ginn & Co.	107.90	
" Wm. A. Liddell	100.00	
" J. K. Garrigues	50.00	
" M. M. Allison	1,000.00	
" Miscellaneous	27.00	
" Shoemaker Foundation	4,000.00	
" College for Rufus M. Jones		
Memorial Room	7,779.85	
" Rockefeller Foundation	300.00	\$ 17,152.16

For Music

From Friends of Music	710.00	
" College Budget	164.53	874.53

For Radio Club

From interest		64.24
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For Athletics

From Cletus O. Oakley		5,000.00
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For Student Loans—Stiles Fund

From repayments	955.00	
" Alice M. Smith	100.00	
" Ardmore Rotary	100.00	1,155.00

For Prizes

From A. Savage		1,000.00
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For Drinker Hall

From Eleanor Bliss	100.00	
" H. S. Drinker	501.56	
" Dr. M. S. Sibinga	10.00	
" Corporation account	20,982.82	21,594.38

For Sharpless Renovation

From Rockefeller Foundation	175,000.00	
" James Foundation	50,000.00	
" Nat'l Institute of Health	29,722.00	
" F. C. Haab	200.00	
" Corporation account	1,500.00	256,422.00

For Portrait Fund

From various donors		730.00
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For Class Anniversary Gifts

From Classes of 1936, 1937, 1964		35,630.97
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For Annual Giving

Received during year		115,682.54
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Forward

\$2,159,401.47

Forward

\$2,159,401.47

Donations other than Funds

For Faculty Research and Equipment

From National Science Foundation	\$ 78,744.00		
“ National Institute of Health	43,032.37		
“ duPont Company	5,000.00		
“ American Institute of Physics	4,904.74		
“ N.A.S.A.	9,051.00		
“ A.E.C.	12,000.00		
“ College Budget	6,030.64		
Transferred to proper accounts	95,624.13	\$	254,386.88

For Undergraduate Research

From National Institute of Health	59,268.00		
Transferred to proper accounts	3,243.05	62,511.05	845,186.90

Additions to Funds—Income transferred to Principal

1949 Campaign Salary Fund	1,308.41		
Rufus M. Jones for Advancement of Teaching	2,611.65		
J. Horace Cook Fund	619.33		
Moses Brown Fund	2,899.89		
A. T. Murray Research Sch. Fund	124.39		
1949 Campaign Scholarship Fund	341.75		
Max Leuchter Scholarship Fund	519.27		
1949 Campaign Library Fund	255.07		
Mary Farnum Brown Fund	97.02		
George Peirce Prize Fund	347.55		
Jacob & Eugenie Bucky Memorial Fdn.	13.90		
Mathematics Department Prize Fund	104.43		
Isaac Thorne Johnson Sch. Fund	31.92		9,274.58

Non-Faculty Pensions (see account)

From College Budget	8,988.95
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Non-Faculty Death Benefit (see account)

From College Budget	500.00
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Medical Reimbursement Plan

From College Budget	5,000.00
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Faculty Research Fund

From College Budget	5,000.00	
“ Shell Company	500.00	5,500.00

Faculty Tuition Grants

From College Budget	4,201.24
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Miscellaneous Items to Balance Accounts

Library Replacements	1,267.62
Skating Pond Receipts	287.00
Taxes Withheld	273,744.01
Sales Tax Collected	3,955.40
City Wage Tax Collected	476.56
In and Out	20,272.29
Collected from faculty, students and others for work done	5,413.14

Forward \$ 305,416.02 \$3,038,053.14

Forward		\$3,038,053.14
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Miscellaneous Items to

Balance Accounts (cont.)

Forwarded	\$ 305,416.02	
Student Store—Gross sales	26,330.31	
Loans repaid	6,393.78	
Student Affairs	1,333.83	
Bookstore—collections	85,326.13	
Accounts Receivable—students	1,281,024.78	
Accounts Receivable—others	310,344.73	
Grundy Foundation	37,500.00	
Wm. Maul Measey Trust	39,028.64	
Treasurer's In and Out	150.00	
Property Maintenance and Replacement	17,321.66	
Cash Over and Short	8.09	2,110,177.97

Borrowed Money

For New Construction	900,000.00
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New Construction

From Corporation of Haverford College.....	1,231,932.93
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Library Rehabilitation

Transferred from Development Program	37,249.77
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Items Relating to other Fiscal Years

Advance receipts for following years	25,043.35	
Rooms paid in advance	5,040.00	
Expenses for following years	42,007.07	
Prepaid Insurance	14,062.26	
Accounts Payable	246,562.50	
Inventories	13,619.40	346,334.58

Investments realized

Consolidated Investments

Bonds

Government	233,979.78
Industrial	53,006.23
Public Utility	76,547.20
Railroad	221,099.32
Foreign	16,000.00

Preferred Stock

Industrial	117,535.78
Public Utility	41,350.00
Railroad	64,452.16

Common Stock

Banks & Insurance	96,474.20
Industrial	464,130.18
Public Utility	6,297.44
Railroad	127,362.65

Mortgages	11,610.05
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College Real Estate	12,631.13
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Miscellaneous	13,353.35	1,555,829.47
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Forward		<u>\$7,663,748.39</u>
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Forward			\$7,663,748.39
<i>Non-Consolidated Investments</i>			
<i>Wm. Pyle Philips Investments</i>			
<i>Bonds</i>			
Industrial	.....	\$103,623.56	
Public Utility	.....	11,094.80	
Railroad	.....	8,416.63	
Foreign	.....	2,000.00	
<i>Preferred Stock</i>			
Industrial	.....	38,277.33	
<i>Common Stock</i>			
Industrial	.....	69,436.18	\$ 232,848.50
John Farnum Memorial Fund	.....	4,166.67	
A. T. Murray Research Sch. Fund	.....	20,285.34	1,813,129.98
<i>Balances July 1, 1964</i>			
Treasurer's Account	.....	139,020.89	
President's Account	.....	8,580.53	147,601.42
		<u>TOTAL</u>	<u>\$9,624,479.79</u>

EXPENDITURES

Expenses of Running the College

Administration

Salaries	\$216,855.52	
Supplies & Postage	19,108.38	
Services	3,833.64	
Telephone & Telegraph	3,031.76	
Replacement & Repair	1,372.81	
Taxes	4,772.93	
Insurance	588.38	
Travel	7,451.01	
Public Relations	11,919.09	
Printing	10,344.16	
Entertainment	<u>7,187.87</u>	\$ 286,465.55

Educational Departments

Salaries	\$918,568.95	
Supplies & Postage	84,875.22	
Services	30,067.08	
Telephone & Telegraph	6,935.48	
Replacement & Repair	196.02	
Taxes	17,034.53	
Insurance	3,323.94	
Traveling	3,708.24	
Not elsewhere classified	<u>12,282.89</u>	1,076,992.35

Maintenance & Operation

Salaries	\$192,077.06	
Supplies	20,716.70	
Contracts	14,187.45	
Water, Heat, Light & Power	66,275.43	
Telephone	1,035.59	
Replacement & Repair	41,788.72	
Additional Equipment	4,390.84	
Taxes	17,816.59	
Insurance	8,484.60	
Not elsewhere classified	<u>1,064.84</u>	367,837.82

Dining Room & Kitchen

Salaries	\$ 86,859.47	
Supplies	136,820.99	
Services	15,335.76	
Water, Heat, Light & Power	9,328.22	
Telephone & Telegraph	162.67	
Replacement & Repair	10,000.00	
Small Tools & Equipment	8,438.52	
Large Equipment	222.00	
Taxes	2,606.67	
Insurance	236.41	
Traveling	333.25	
Not elsewhere classified	<u>4,086.25</u>	274,430.21

Development

Salaries	\$ 39,219.91		
Supplies	10,555.62		
Services	4,772.53		
Telephone & Telegraph	740.64		
Replacement & Repair	146.58		
Taxes	903.62		
Insurance	246.64		
Traveling	702.94		
Not elsewhere classified	10,350.65	\$ 67,639.13	\$2,073,365.06

Miscellaneous Expenses

Treasurer's, Secretary's, Board Legal expenses and services	15,887.39		
Old Style Pensions	16,000.00		
Working Aid to Students	14,394.74		
Pensions to Non-Faculty	8,988.95		
Reserve for Non-Faculty Death Benefit	500.00		
Interest paid	64.24		55,835.32

*Expenditures from Income of Funds**From General Funds*

For Scholarships	65,335.00		
“ Prizes	65.00		
“ Lectures	861.10		
“ Annuities	382.41	66,643.51	

From T. Wistar Brown Graduate School

For Scholarships	2,500.00		
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From Scholarship Funds

For Scholarships	44,254.33		
“ Interest	202.36		
“ Annuities	3,244.96	47,701.65	

From Library Funds

For Books	14,775.92		
“ Lectures	506.77	15,282.69	

From Special Purposes

For Prizes	860.72		
“ Lectures	364.79		
“ Books & Library	731.00		
“ Religious Education Committee	326.75		
“ Plants & Services	1,199.10		
“ Services & Repairs	257.32		
“ Summer Day Camp	2,617.51		
“ Physical Education	100.00		
“ Visitors	290.55	6,747.74	138,875.59

Expenditures from Principal of Funds

For Old Style Pensions		16,200.40	
Forward		\$2,284,276.37	

Forward		\$2,284,276.37
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Expenditures from Wm. Pyle Philips

Fund — Special

For Books & Library	\$ 25,431.76	
“ Visitors	15,706.49	
“ Miscellaneous	5,730.28	46,868.53

Expenditures from Donations other than Funds

<i>For Scholarships</i>	45,328.51
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For Books and Library

Books	\$ 3,026.39	
Honoraria	300.00	
Special salaries	4,948.08	
Miscellaneous	608.37	8,882.84

For Special Purposes

For Glee Club	500.00	
“ Faculty Secretary Office	236.50	
“ Hartford Club	30.00	
“ Haverford Club	360.00	
“ Madrigal Singers	199.06	
“ Second American Revolution Conference	1,925.00	
“ Paul Moses Foundation	274.93	
“ Princeton Club	41.63	
“ Miscellaneous	610.00	
“ Chemistry Department	6,122.38	
“ Somers Project	551.32	
“ Conference on Able Students	1,727.40	
“ Professors Travel grant	364.48	
“ Research in Public Affairs	3,807.20	
“ Danforth Foundation Studies	536.01	
“ Ashmead Publication	783.74	
“ A.I.D. Project	1,896.49	
“ I.B.M. Laboratory	1,200.00	
“ Art & Civilization expenses	32.57	21,198.71

For Music

Honoraria	650.00	
Miscellaneous	224.53	874.53

For Prizes

History Prizes

Monroe Roland Sonnenborn	500.00	
Harry Calvin Stulting	500.00	1,000.00

For Student Loans—Stiles

Loans made	1,545.00
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For Class Anniversary Gifts

Cost of securities donated	18.02	
Class of 1936	862.50	
Class of 1937	6,076.25	
Class of 1964	2,313.00	
Class of 1964 for Haverford News	100.00	9,369.77

Forward	\$2,331,144.90
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Forward

\$2,331,144.90

For Drinker Hall

To establishment of Drinker

Music Fund	\$ 4,000.00	
Securities expenses	3.03	\$ 4,003.03

For Faculty Research & Equipment

Equipment	27,056.17	
I.B.M.	6,460.00	
Chemistry	8,416.00	
Miscellaneous	11,637.27	
Overhead	17,344.77	
Salaries	66,697.64	
Consumable supplies	3,577.13	
Transferred to proper accounts.....	97,144.73	238,363.71

For Undergraduate Research & Equipment

Equipment	5,839.12	
Overhead	1,341.04	
Stipends	5,312.25	
Miscellaneous	452.08	
Consumable supplies	578.50	
Transferred to proper accounts.....	2,493.22	16,016.21

For Alumni Association

Support		8,093.76
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For Sharpless Renovation

R. M. Shoemaker, Contractor	548,919.00	
L. T. Klauder, Engineers	82,774.68	
Utilities	3,310.00	
Biology Equipment	13,671.00	
Miscellaneous	2,946.44	
	651,621.12	1,006,297.19

Faculty Research Fund

Paid for various projects		4,444.42
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Medical Reimbursement Plan

Benefits paid		3,023.80
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Faculty Tuition Grants

Grants paid to five individuals		4,201.24
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Non-Faculty Pensions

Pensions paid		8,988.95
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Non-Faculty Death Benefit

Benefits paid		500.00
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Income transferred to Principal

(see receipts for items)		9,274.58
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Miscellaneous Items to Balance Accounts

Library replacements	910.94	
Skating Pond—operations	1,073.27	
Taxes—withheld paid	278,096.25	
Sales Tax—paid	3,315.62	
In and Out payments	18,213.06	
Forward	\$ 301,639.14	\$3,367,875.08

Forward

\$3,367,875.08

Miscellaneous Items to

<i>Balance Accounts (cont.)</i>	\$ 301,639.14	
Paid for work done	5,413.14	
Student store expenses	26,300.16	
Loans	2,000.00	
Bookstore—operations & purchases	84,002.48	
Accounts Receivable from students—charges	1,283,201.45	
Accounts Receivable from others—charges	1,410,911.44	
Accounts Receivable from U. S. Govt.—charges	496.26	
Wm. Maul Measey Trust—student aid applied	38,962.25	
Grundy Foundation—for establishment of Fund	37,500.00	
Property Maintenance & Replacement—applied	22,893.00	
Cash Over and Short	25.00	3,213,344.32

Library Rehabilitation

Sundry expenses and architects fee	5,423.38
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Borrowed Money

Loans repaid	300,000.00	
Interest paid	27,706.25	327,706.25

New Construction

Charges for new construction applied	708,903.61
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Items Relating to other Fiscal Years

Advance receipts applied	25,359.08	
Rooms paid in advance applied	4,655.00	
Expenses for following years applied	51,086.77	
Prepaid Insurance	10,813.34	
Accounts Payable	229,448.86	
Inventories	13,770.37	335,133.42

*Investments made or donated**Consolidated Investments*

Bonds—Government	\$320,272.63	
Industrial	376,182.50	
Railroad	100,000.00	
Banks & Insurance	49,687.50	
Common Stock—Industrial	349,122.16	
Railroad	24,478.85	
College Real Estate	23,130.00	
Miscellaneous	31,440.00	1,274,313.64

*Non-Consolidated Investments**Wm. Pyle Philips Investments*

Bonds—Industrial	84,556.70	
Banks & Insurance	99,375.00	
Common Stock—Industrial	17,454.69	201,386.39

<i>John Farnum Memorial Fund</i>	3,925.94
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<i>Philip B. & Louise S. Deane Fund</i>	10,883.82
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<i>A. T. Murray Research Scholarship Fund</i>	21,591.22	1,512,101.01
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Balances June 30, 1964

Treasurer's Account	127,886.33	
President's Account	26,106.39	153,992.72
		<u>\$9,624,479.79</u>

HAVERFORD COLLEGE LOAN FUND

(Established in 1926)

Balance Sheet, June 30, 1964

Assets

Cash in bank	\$ 25.00
Interest receivable	4,250.50
Loans outstanding	99,032.40
	<u>\$103,307.90</u>

Liabilities and Fund Principal

Loan payable to Haverford College	\$ 62,560.00
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Fund Principal

Balance, July 1, 1963	\$39,855.02	
Net income for year	892.88	
Balance, June 30, 1964		<u>40,747.90</u>
		<u>\$103,307.90</u>

Income Statement Year Ended June 30, 1964

Income

Interest on loans	\$ 2,354.88
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Expense

Interest expense on loan from Haverford College	<u>1,462.00</u>
Net Income for Year	<u>\$ 892.88</u>

Statement of Cash Transactions Year Ended June 30, 1964

Cash Balance, July 1, 1963	\$ 1,559.35
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Receipts

Repayment on loans

Loans repaid in full (2 borrowers).....	\$ 539.64	
Partial repayments (10 borrowers)	<u>1,518.74</u>	\$ 2,058.38

Interest received	1,244.36	
Loan from Haverford College	<u>26,010.00</u>	29,312.74
		<u>\$ 30,872.09</u>

Disbursements

Loans granted during year (42 borrowers).....	\$29,385.09	
Interest on loan from Haverford College	<u>1,462.00</u>	30,847.09

Cash Balance, June 30, 1964	<u>\$ 25.00</u>
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HAVERFORD COLLEGE LOAN FUND FOR FRESHMEN

(Established in 1959)

Balance Sheet, June 30, 1964

Assets

Cash in bank	\$ 15.71
Interest receivable	185.31
Loans outstanding	<u>16,662.78</u>
	<u>\$ 16,863.80</u>

Liabilities and Fund Principal

Loan payable to Haverford College	\$ 6,330.00
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Fund Principal

Balance, July 1, 1963	\$10,354.56
Add: Net income for year	<u>179.24</u>
Balance, June 30, 1964	<u>10,533.80</u>
	<u>\$ 16,863.80</u>

Income Statement Year Ended June 30, 1964

Income

Interest on loans	\$ 215.24
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Expense

Interest expense on loan from Haverford College	<u>36.00</u>
Net Income for Year	<u>\$ 179.24</u>

Statement of Cash Transactions Year Ended June 30, 1964

Cash Balance, July 1, 1963	\$ 87.26
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Receipts

Loan from Haverford College	\$ 5,430.00
Partial repayment on loans (2 borrowers)	850.00
Interest	<u>134.45</u>
	<u>6,414.45</u>
	\$ 6,501.71

Disbursements

Loans granted during year (11 borrowers)	\$ 6,450.00
Interest on loan from Haverford College	<u>36.00</u>
	<u>6,486.00</u>
Cash Balance, June 30, 1964	<u>\$ 15.71</u>

WILLIAM MAUL MEASEY TRUST

This trust was established by William Maul Measey by agreement dated June 27th, 1952 and supplementary agreement dated April 26th, 1956.

The trust agreements provide that the income shall be granted as aid to students without restriction as to sex, race or religious affiliation, in selected secondary schools or colleges, who on the basis of character, scholarship and financial situation, merit assistance in continuing their education.

In secondary schools aid is to be given to students who live in the institutions during school terms, and not to day students.

The capital of the trust is to be invested solely in common or ordinary corporate shares.

At the request of the donor this is the only statement made of this trust.

WILLIAM MAUL MEASEY TRUST

7/1/63 - 6/30/64

Book Value of Trust 7/1/63	\$1,374,860.88
Increase in Trust by realized capital gains	32,185.44
	<u>\$1,407,046.32</u>

CASH STATEMENT OF RECEIPTS & EXPENDITURES

Principal

Cash balance 7/1/63	\$ 4,025.40
Investments realized	126,966.13
	<u>\$ 130,991.53</u>
Investments made	\$ 123,115.13
Cash balance 6/30/64	7,876.40
	<u>\$ 130,991.53</u>

Income

Cash balance 7/1/63 representing prior year income and reserve.....	\$ 81,377.78
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Disbursements in year

To Haverford College for administration of Trust	\$ 7,805.73
To Haverford College for aid to 69 students.....	39,028.64
To other College for aid to 1 student	750.00
To secondary schools for aid to 63 students.....	<u>31,600.00</u>
	79,184.37
	<u>\$ 2,193.41</u>

Current year income

Income from investments 7/1/63 - 6/30/64 (net).....	\$79,938.68
Interest earned from savings fund a/c.....	<u>1,440.97</u>
Cash balance 6/30/64	81,379.65
	<u>\$ 83,573.06</u>

In order that the income available from the Trust for aid to students may be known at the beginning of each fiscal year, such income is accumulated and not awarded nor disbursed until the following year.

Lawrence E. Brown & Company

ESTABLISHED 1882

Certified Public Accountants

W EDWIN DILL
ROBERT W JOHNSTON
ADDISON R BROWN, JR.
ALBERT F ZANGER

1917 FIDELITY-PHILADELPHIA TRUST BUILDING

PHILADELPHIA

October 2, 1964

To the Board of Managers
The Corporation of Haverford College
Haverford, Pennsylvania

Gentlemen:

We have examined the financial statement of the William Maul Measey Trust as of June 30, 1964, and the related statement of cash receipts and expenditures for the year then ended. Our examination was made in accordance with generally accepted auditing standards, and accordingly included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

In accordance with the usual practice of the College, accrued income receivable on investments is not recorded until actually received.

In our opinion, subject to the above comment on accrued income receivable on investments, the accompanying financial statement and the related statement of cash receipts and expenditures present fairly the financial position of the William Maul Measey Trust at June 30, 1964 and the results of its operations for the year then ended, in conformity with generally accepted accounting principles applied on a basis consistent with that of the preceding period.

Very truly yours,

Lawrence E. Brown, Jr.

Certified Public Accountants

TRUST FUNDS

W. PERCY SIMPSON TRUST

Provident Trust Co. and William J. Clark, Trustees

This perpetual Trust was established under the will of W. Percy Simpson, Class of 1890, who died Second Month 19, 1938. The will provides that one fourth of the net income from the residuary estate, after the death of his widow (who died in 1940) and of his son (who died in 1946), shall go to two grandchildren, and of the remaining three quarters one tenth shall go to Haverford College. Thus Haverford's share of the income now is $\frac{3}{40}$ th. The income comes partly from securities but largely from Texas Oil Royalties and rentals. Of the present income as estimated by the trustees, Haverford's share is about \$1,875 per annum.

The will further provides "without imposing any obligation upon Haverford College, I recommend to it the advisability of expending the moneys which shall from time to time come to it under this will or so much thereof as may be required, for the examination and analysis of applicants for admission to the College with respect to their mental, physical and general qualifications, and of students therein for the purpose of determining the field of activity best suited to the individual."

The will further provides that whenever a vacancy shall occur by the death or resignation or otherwise of the individual trustee, the selecting of a new trustee shall be done by the governing body of Haverford College, and that if the College fails to perform this duty, the payment of further income to it shall terminate.

HENRY C. BROWN TRUST

Pennsylvania Co. for Banking and Trusts, Trustee

Founded Eighth Month 18, 1948, by bequest of estimated value of \$183,000 from Henry C. Brown, of Philadelphia, ex Class of 1866, to the Pennsylvania Co., in trust for benefit of Haverford College. The will provides that the income is to be used for current expenses. The will further provides that "the said College shall have power in its discretion to use a portion of the principal of the said trust estate not exceeding in any one year 20 per cent of the original fund for permanent purposes such as buildings, books and equipment proper for conducting the work of instruction and education."

NATHAN BRANSON HILL TRUST

Founded in 1904 by deposit with First National Bank and Trust Company of Minneapolis, Minn., Trust, of a paid up life insurance policy for \$5,000 by Samuel Hill '78, being in memory of his father, Nathan Branson Hill. The income is to be used to aid in the maintenance of Haverford College so long as it shall remain under the auspices of the Society of Friends. In 1931 Samuel Hill died and the policy realized \$5,039. The Trust is to remain in the care of the above named bank, now known as First National Bank of Minneapolis, until 21 years after the death of Samuel Hill's son, James N. Hill, who is still alive. At that time, the Trust is to terminate and the principal is to be vested in Haverford College absolutely.

MARY FULLER COOK TRUST

Girard Trust Corn Exchange Bank, Trustee Under Deed, Dated July 29, 1948

This perpetual trust created by deed of Mary Fuller Cook, who died April 25, 1955, widow of J. Horace Cook, Class of 1881, became operative in so far as the College is concerned, July 14, 1957, upon death of a life tenant.

The income from this trust is to be added to that from J. Horace Cook Fund "subject to the provisions of that fund, but with the understanding that if, in the judgment and discretion of the authorities of the College, such income shall be needed for purposes of the College other than scholarships, the College shall be free to so use it."

ENDOWMENT FUNDS

FUNDS FOR GENERAL PURPOSES

GENERAL ENDOWMENT FUND

Founded in 1847 with subscriptions of \$50,000 by a number of Friends. Additions were made as follows: 1868, from an anonymous source, \$5,000; 1869, bequest of Ann Haines to increase the compensation of professors, \$2,670; 1870, bequest of Richard D. Wood, \$18,682.96; 1872, from William Evans, \$1,000; 1874, from executors of Jesse George, deceased, \$5,000; 1880, bequest of Dr. Joseph W. Taylor, \$5,000; 1901, legacy of Ann Williams, \$2,425.50; 1941, from children of Aubrey C. Dickson in his memory, \$300; 1954, Maria Luisa Gildemeister, \$500; 1955, Estate of Elizabeth S. Dillinger, through Bessie Kohne Schenck, \$3,000. Present book value, \$106,302.64. The income is used for salaries and scholarships.

JOHN FARNUM MEMORIAL FUND

Founded in 1878 by the heirs of John Farnum by gift of \$25,000 as a memorial to him. Added to in 1899 by legacy of \$10,000 from Elizabeth H. Farnum, widow of John Farnum. The income only is to be used to endow a "professorship of some practical science or literature." The chair of chemistry was designated as the "John Farnum Professor of Chemistry." The principal is held in the name of three trustees for the benefit of The Corporation of Haverford College. Present book value, \$31,529.35.

JOHN M. WHITALL FUND

Founded in 1880 by bequest of \$10,000 from John M. Whittall, Sr. Present book value, \$10,640.09. The bequest is upon the condition that the art of drawing, especially mechanical drawing, shall be taught, and the income only is to be used, and for this purpose.

DAVID SCULL FUND

Founded in 1885 by bequest of \$40,000 from David Scull, Sr. Present book value, \$44,806.59. The income only is to be used to endow a professorship. The chair of biology was designated as the "David Scull Professor of Biology."

EDWARD L. SCULL FUND

Founded in 1865 by net bequest of \$9,500 from Edward L. Scull, 1864. The legacy was added to the General Endowment Fund, but in 1888 it was set apart as a separate fund. Present book value, \$11,364.35. The income only is to be used. The bequest is free from any legally binding conditions, but it was the testator's desire "that some judicious means shall be employed by the Managers to further advise students on the subjects of diet and reading."

WISTAR MORRIS MEMORIAL FUND

Founded in 1892 by gift of \$5,000 in bonds by Mary Morris, widow of Wistar Morris, as a memorial to him. There are no restrictions. The income is used for general College purposes. Present book value, \$5,144.24.

ISRAEL FRANKLIN WHITALL FUND

Founded in 1896 by net legacy of \$9,667.83 from Israel Franklin Whitall. Present book value, \$10,781.94. The income only is used for the payment of professors or teachers.

JACOB P. JONES ENDOWMENT FUND

Founded in 1897 by residuary legacy of Jacob P. Jones. This amounted when received to par value of \$279,021.60; book value, \$332,301.60, and sundry real estate. The real estate has all been sold, netting \$847,709.92. Present book value, \$1,301,375.34. The income only is to be used for general College purposes, and out of said income there shall be admitted a portion at least of the students either free of charge or at reduced rates. In accordance with this provision, about \$7,500 per annum is used for scholarships, and the balance of income for general College purposes. Jacob P. Jones' will contains the following: "My hope is that under the blessing and favor of God there will come from this source a revenue which shall be productive of growth and vigor in the institution as well as help at this critical period of their lives to many deserving young men of slender patrimony."

JOHN FARNUM BROWN FUND FOR THE STUDY OF THE BIBLE, BIBLICAL HISTORY AND LITERATURE, PHILOSOPHY, AND KINDRED SUBJECTS

Founded in 1900 by the late T. Wistar Brown as a memorial to his son, John Farnum Brown '93. The original gift was in cash and securities of a par value of \$43,000, shortly afterwards increased by further gifts of \$15,000. The founder made further gifts of cash and securities until 1915, the total being \$19,381 cash and \$48,500 par of securities with book value of \$41,490. His total gifts therefore had a book value of \$234,970.81. Of this, \$5,000 donated in 1910 is for endowment of prizes in Biblical history and in philosophy. A portion of the income was capitalized each year to keep intact the full value of the fund until 1940 when this fund was included in the Consolidation of funds. Present book value, \$275,899.76. The income only is to be used for the purpose of making provision for the regular study of the Bible and Biblical history and literature, and, as way opens, for religious teaching. In 1910, the scope and title of the fund were enlarged to include "and philosophy and kindred subjects." Income up to \$200 may be used for prizes in Biblical literature and philosophy.

CLEMENTINE COPE ENDOWMENT FUND

Founded in 1904 by bequest of \$25,000 from Clementine Cope. There are no restrictions. The income is used for general College purposes. Present book value, \$21,493.67.

JOSEPH E. GILLINGHAM FUND

Founded in 1907 by bequest of \$50,000 from Joseph E. Gillingham. The testator said, "I request, but I do not direct, that part of the income of this legacy may be used for free scholarships for meritorious students." In accordance with this request, \$800 was recently appropriated annually from the income for scholarships, the balance being used for general College purposes. Present book value, \$42,394.72.

ELIZABETH H. FARNUM FUND

Founded in 1891. The original principal of this fund, amounting to \$10,000, was held by the Provident Trust Co. of Philadelphia under a deed of trust created by Elizabeth H. Farnum of Philadelphia. The income was first paid to a life tenant until 1914, when income first accrued to the College "for the payment of the salaries of teachers and professors by the said College employed." Under date of Ninth Month 18, 1944, upon petition of the trustee, concurred in by the College, the Court of Common Pleas awarded the principal to the Corporation of Haverford College "to be administered by it for the purposes set forth in the deed of trust in accordance with the non-profit corporation law." Present book value, \$9,160.24.

JAMES R. MAGEE FUND

Founded in 1915 by bequest of \$10,000 from James R. Magee, 1859, and added to in 1925, 1926, 1928, 1929, 1930, 1931, 1932, 1936, 1937, 1940, 1944, 1947-48, and 1948-49 by additional payments of \$29,182.84, \$1,694.84, \$499.31, \$499.68, \$488.85, \$207.33, \$400, \$250, \$100, \$499.89, \$175, \$197.99 and \$7.40, under his legacy. Present book value, \$45,035.96. There are no restrictions except that the income only is to be used. This is applied to general College purposes.

ALBERT K. SMILEY FUND

Founded in 1915 by gift of \$1,000 from Daniel Smiley '78, as a memorial to his brother, Albert K. Smiley, 1849, and added to in 1924 and 1926. Present book value, \$1,500.00. There are no restrictions except that preference was expressed that the income only should be used. This is applied to general College purposes.

THE HINCHMAN ASTRONOMICAL FUND

Founded in 1917 by bequest of \$10,000 par value securities from Charles S. Hinchman. Increased in 1928, 1929, 1930, 1931, 1932, 1933, 1934, 1935, and 1936 by donations of \$28,926.95 from a friend of the College. Present book value, \$39,515.48. The income only to be used "to increase the salary of the astronomical professorship so as to provide a suitable instructor in the ennobling study of the heavens."

WALTER D. AND EDITH M. L. SCULL FUND

Founded in 1918 by bequest of Walter D. Scull, whose death followed shortly after the death of his sister, Edith M. L. Scull. Each left his or her estate to the other, unless predeceased; in this latter case both American estates were left to Haverford College. Both were children of Gideon D. Scull, 1843, and resided in England. Income accumulated before the receipt of the fund by the College amounted to \$16,887.66, of which \$15,078.51 was added to the principal of the fund. Present book value, \$174,560.31. The fund was created to establish a professorship of modern English constitutional history, and the chair has been designated as the Walter D. and Edith M. L. Scull Professorship of History.

ALBIN GARRETT MEMORIAL FUND

Founded in 1919 by legacy of \$25,000 from Mary Hickman Garrett, in memory of her late husband, Albin Garrett, 1864. Present book value, \$26,771.00. There are no restrictions. The income is used for general College purposes.

ARNOLD CHASE SCATTERGOOD MEMORIAL FUND

Founded in 1919 by gift of \$30,000 in securities from Maria Chase Scattergood in memory of her son, Arnold Chase Scattergood, of the Class of 1919, who died in his Junior year. The income only is to be used toward the payment of professors' salaries. Present book value, \$24,381.59.

FRANCIS B. GUMMERE MEMORIAL FUND

Founded in 1920. This fund was started by a gift of \$25,000 from the late Miss Emily H. Bourne, of New York, conditional upon the raising of \$100,000 additional for an endowment of the Chair of English Literature in memory of her friend, Professor Francis Barton Gummere. A committee of alumni, consisting of J. Stogdell Stokes '89, chairman; E. R. Tatnall '07, treasurer; Hans Froelicher '12, secretary; Charles J. Rhoads '93; Alfred M. Collins '97; Winthrop Sargent, Jr. '08, and Parker S. Williams '94, working with President Comfort, organized a comprehensive campaign among the alumni and friends of the College to raise \$375,000 for this purpose and for increase of professors' salaries; the first \$100,000 of unspecified gifts was used to complete the Francis B. Gummere Memorial Fund to at least \$125,000, and the balance comprised the Isaac Sharpless Memorial Fund. Total book value, \$125,569.51.

ISAAC SHARPLESS MEMORIAL FUND

Founded in 1920. The alumni of the College conducted during 1920 a campaign for \$375,000 additional endowment for the College to make possible additional salaries to the professors. Appeal was made to found two new funds, the Francis B. Gummere Memorial Fund and the Isaac Sharpless Memorial Fund. The funds received, except where otherwise specified, were first applied to the completion of the former up to \$125,000 (see above). Specified gifts and donations thereafter received were then applied to the Isaac Sharpless Memorial Fund. The income only is to be used for salaries of professors. Total book value, \$218,728.43.

GENERAL EDUCATION BOARD FUND

The General Education Board of New York appropriated \$125,000 in 1920 to the campaign for increase of endowment when the Francis B. Gummere Memorial Fund and the Isaac Sharpless Memorial Fund, totaling \$375,000, were raised. Interest at five per cent was paid on the full sum for three years, and the \$125,000 in full payment was completed in 1926-1927. Total book value, \$126,076.83.

HAVERFORD IMPROVEMENT FUND AND CONSOLIDATED CAMPUS HOUSES ACCOUNT

Founded in 1922 to hold the Corporation's undivided share in College Lane land and eight houses. This property was turned over to the Corporation free of

debt on Third Month 17, 1922, and with same the then debt of the Corporation amounting to \$155,942.15 was liquidated. The fund started with an undivided interest of \$19,000. There was added in 1922, \$9,000; and in 1925, \$2,000. In 1926, \$5,000 of this fund was sold and the proceeds were appropriated for the alterations to Roberts Hall. The balance of this fund, \$25,000, was also used in 1927 for the same purpose. The income was used for general College purposes.

The College Lane land was purchased in 1886 for the benefit of the College by David Scull, Justus C. Strawbridge, Richard Wood and Francis Stokes, Managers of the College and now all deceased. With contributions raised by them and by mortgages on which they went on the bonds, funds were raised to build six dwelling houses, and two houses were built by the Corporation itself. From the income of the houses the debt against the properties was gradually reduced until it was entirely liquidated in 1919. The net income from 1919 until 1922, when the property was turned over to the Corporation, was applied toward the reduction of the Corporation's debt.

As of Ninth Month 1, 1944, all of these eight College Lane houses, together with seven houses which had been bought for the College and formed a part of the College debt, and nine other campus houses which were owned free of debt, were consolidated at a combined valuation of \$281,331.70 into a new Campus Houses Account held by Consolidated Investment Account. There have been additional investments in other College houses from time to time and the present book value is \$729,040.79. Amortization of 1½% is to be applied to the annual reduction of the investment.

WILLIAM PENN FOUNDATION

Started in 1926 toward a fund of \$120,000 to establish a chair or lectureship in political science and international relations. This fund forms a part of the centenary program to raise \$1,000,000. This foundation is to be devoted, at the discretion of the Managers, to providing adequate undergraduate instruction in the theory and practice of our own and other governments, in the history of past attempts to secure international agreements and in the methods by which good international understanding may be promoted and maintained. Book value to date, \$102,067.43.

WALTER CARROLL BRINTON MEMORIAL FUND

Founded in 1920 by gift of \$5,000 by the family of Walter Carroll Brinton, Class of 1915, who died in France Twelfth Month 8, 1918, while engaged in Friends' Reconstruction Work. The fund sustained the Walter Carroll Brinton Scholarship until 1926-1927. It was then increased \$6,000 by further gifts of the founders, and at their request the purpose was changed from a scholarship fund to form a separately named fund of the William Penn Foundation, with its income to be used for the same objects. Present book value, \$14,125.79.

CORPORATION FUND

Founded in 1928 by setting aside \$70,000 of proceeds from sale of 5.811 acres of land on the southern boundary and at the southeastern corner of the College farm. In 1937, the fund was increased \$8,810, being proceeds of the sale of 1.762

acres of land to the Philadelphia Skating Club and Humane Society for their new ice skating rink. In 1951 the fund was increased by \$4,994.50, being proceeds of the sale of .284 acres of land to Philadelphia Electric Co. In 1953-54 the cost of renovation of Philips wing in the Library was taken from this fund (\$60,175.56). Present book value, \$25,128.94. The fund is invested and the income used for general College purposes, until otherwise directed by the Managers.

ELIZABETH J. SHORTRIDGE FUND

Founded 12 Month 22, 1930, by bequest from Elizabeth J. Shortridge, without restrictions. Until otherwise directed by the Managers, the income only is used for general purposes. Present book value, \$10,000.

HOWARD COMFORT MEMORIAL FUND

Founded in 1934 by gift of \$1,000 from President William Wistar Comfort in memory of his father, Howard Comfort, Class of 1870, who was a Manager from 1880 until his death in 1912, and secretary of the Board of Managers from 1884 until 1908.

The fund was added to by further gifts from the same donor of \$1,000 in 1935, \$1,000 in 1936, \$2,000 in 1937 and \$500 in 1949. The income only is to be used for general purposes. Present book value, \$5,527.31.

ELLEN W. LONGSTRETH FUND

This fund was established in 1935 by a bequest of \$20,000 and her residuary estate from Ellen W. Longstreth, a Friend, belonging to Haverford Meeting and living in Bryn Mawr. The principal and income are both unrestricted. This bequest and residue of \$84,416.28, together with further realization on residuary assets and an additional amount received upon the death of a life tenant of a trust, made a total of \$117,520.19. A part of this fund was used for the 1953-56 Building Program. Present book value is \$67,520.19.

ALBERT L. BAILY FUND

Founded in 1936 by an unrestricted bequest of \$5,000 from Albert L. Baily '78. The income is used for general purposes. Present book value, \$5,150.00.

ELIZABETH B. WISTAR WARNER FUND

Founded First Month 16, 1937, by unrestricted bequest of \$4,950 from Elizabeth B. Wistar Warner, of Germantown, widow of George M. Warner '73. The income is used for general purposes. Present book value, \$4,950.00.

T. ALLEN HILLES BEQUEST

Founded First Month 19, 1937, by receipt of the proceeds of a trust fund created in 1935 by T. Allen Hilles, Class of 1870, formerly of Wilmington, Delaware, recently of Glen Mills, Pa., who died 11th Month 15, 1935. The amount received in stocks and cash was \$285,000. Proceeds of mortgages of \$7,460.94 in 1938, and final cash

from executor in 1939 of \$1,603.37 brought the gross total to \$294,064.31. From this was deducted in 1939 the final settlement of taxes and fees totalling \$13,300, thus making the final net bequest \$280,764.31. Accumulated income of \$12,489.77 was also received on First Month 19, 1937. In the trust created by the donor in 1935 he provided: "The gift to Haverford College shall constitute a fund to be known as 'The Hilles Bequest,' and the income shall be used for repair, upkeep and improvement of the building which I have given to Haverford College known as the Hilles Laboratory of Applied Science of Haverford College. My purpose in making this gift is primarily to relieve the Corporation of Haverford College from any additional expense on account of the erection of the building which I have given them, and the accompanying expansion of its educational activities, but whenever and if the Board of Managers or other governing body of the College shall determine it to be for the best interest of the College to devote the whole or any part of the income of the fund to uses other than those above specified such income may be applied to such uses and in such manner as the Board of Managers or other governing body may in its absolute discretion determine." Present book value, \$280,764.31.

LEONARD L. GREIF, JR. AND ROGER L. GREIF FUND

Founded Ninth Month 29, 1937, by a gift of \$1,000 from Leonard L. Greif '34, and Roger L. Greif '37, of Baltimore. The gift was unrestricted, but the Managers have set aside this fund as endowment for general purposes, the income only to be used, until otherwise determined by them. Further gifts were received from Leonard L. Greif, Jr. in part through the 1949 campaign. The present book value is \$7,000.

EDWARD M. WISTAR FUND

Founded First Month 9, 1938, by gift of \$2,500 from Edward M. Wistar '72, for endowment, the income only to be used for general purposes. Present book value, \$2,500.00.

MORRIS E. LEEDS FUND

Founded Sixth Month 26, 1941, by a gift of shares of Leeds & Northrup stock, this fund was added to by further gifts of that company's stock during the lifetime of Morris Leeds. Upon his death he bequeathed to the College three-quarters of his entire residuary estate which bequest, like the gifts made in his life, was entirely without restrictions either as to principal or income.

The fund was ordered by the Managers until otherwise directed to be included among the funds for general purposes. After an appropriation for the 1953-56 Building Program, it has a present book value of \$1,429,792.09.

J. HENRY SCATTERGOOD FUND

Founded Tenth Month, 1941, by donations totaling \$1,660, made by members of the Board of Managers in recognition of the services for 25 years of J. Henry Scattergood '96, as treasurer of the Corporation of Haverford College. A further gift of \$340 was made in 1943-44, \$200 in 1949-50, \$1,000 in 1950-51 (through 1949 campaign), \$1,000 in 1951-52 (through 1949 campaign), \$1,000 in 1952-53 (through 1949 campaign), and \$6,800 in 1953-54 (through 1949 campaign). Present book value, \$12,000.

The income of this fund is to be used in the field of international relations and to be at the disposal of the president of the College and the William Penn Professor holding the Chair in Political Science and International Relations. If the income in any year is not used for the special purposes as stated, in the discretion of the president, it may be used for general purposes. It is further provided that after Tenth Month 1, 1951 the use of the fund for other purposes, both as to principal and income, shall be subject to the direction of the Board of Managers of Haverford College.

PARKER S. WILLIAMS FUND

Founded Tenth Month 1, 1947, by unrestricted bequest of \$100,000 under the will of Parker S. Williams, Class of 1894, of Villanova, Pa., who died in 1942. The actual amount received from the executors was \$103,993.26, due to the increased value of certain investments, which were held, instead of being converted, under an agreement with the College. Income was paid to the College from time to time until the receipt of the bequest.

GILBERT C. FRY FUND

Founded Fourth Month 2, 1948, by an unrestricted gift of \$1,000 U. S. Treasury Bond from Gilbert C. Fry, of Germantown, Philadelphia, Class of 1923, in remembrance of his 25th anniversary of graduation. A new fund was set up and until otherwise ordered by the Managers, the income only will be used for general purposes. Further gifts of \$500 was made in 1949-50, \$1,000 was made in 1950-51 (through 1949 campaign), \$1,000, 1951-52, and \$1,500 in 1952-53, 1960-61, \$1,581.02. Present book value, \$6,581.02.

DANIEL B. BOYER FUND

Founded Third Month 3, 1948, with an initial gift of \$2,500 in stock from Daniel B. Boyer, Boyertown, Pa., Class of 1911. The donor's letter states: "It is my desire that the income from the stock be allocated for faculty use. If present reduced College income is not sufficient to cover current faculty needs, the Board of Managers should not hesitate to sell the shares and apply the proceeds for that purpose." A new fund was set up, and until otherwise ordered by the Managers, the income only will be used for faculty salaries.

MARRIOTT C. MORRIS FUND

Founded Ninth Month 1, 1948, by unrestricted bequest of \$10,000 from Marriott C. Morris, Class of 1885, of Germantown.

The fund is classified among unrestricted funds for General Purposes, and is included in Consolidated Investment Account. Book value, \$10,000.

1949 CAMPAIGN SALARY FUND

Founded Sept. 1, 1950 by a transfer of \$107,800 from the receipts of the 1949 Haverford campaign for additional endowment.

The income is to be used to augment faculty salaries and for increasing, where necessary, the teaching staff to make possible the desired ratio between faculty and students.

Until otherwise ordered by the Board, 10% of the income is to be capitalized each year, provided that this shall not reduce the yield from the fund below 4%.

A portion of the Capital of this fund may be expended at the discretion of the Board of Managers in accordance with the policy stated in the campaign appeal. Present book value, \$195,686.45.

THE RUFUS M. JONES FUND FOR ADVANCEMENT OF TEACHING

Founded Sept. 1, 1950 by a transfer of \$235,000 from the receipts of the 1949 Haverford campaign for additional endowment.

The income is to be used to stimulate professional growth, encourage desirable research, make possible, short-term absences for study or to render special service, and to raise professors' salaries.

Until otherwise ordered by the Board, 10% of the income is to be capitalized each year, provided that this shall not reduce the yield from the fund below 4%.

A portion of the capital of this fund may be expended at the discretion of the Board of Managers in accordance with the policy stated in the campaign appeal. Present book value, \$386,830.07.

WILLIAM PYLE PHILIPS FUND

Founded on the death of William Pyle Philips, Class of 1902, of New York City, N. Y. on December 18, 1950 by the bequest of his entire residuary estate as an endowment fund in perpetuity, the principal is to be invested in such securities as the Board of Managers shall deem advisable "but at least $\frac{1}{2}$ thereof to be invested in diversified common stocks."

The income is "to be applied from time to time to such purposes as said Board of Managers in their discretion shall deem advisable, provided, however, that approximately one-half ($\frac{1}{2}$) of such income be applied to one or more of the following purposes:

"(a) Purchase for the Treasure Room of the College Library of rare books which the College would not otherwise buy and comparable with the books mentioned in *Article Third* hereof;

"(b) Bringing to the College distinguished scientists or statesmen for a lecture or series of lectures, for courses of instruction, for seminars, for research or for other academic purposes; and

"(c) Subscription to important learned periodicals, domestic and foreign, of the various humanities and sciences, purchases of back numbers of such periodicals and binding of the same for permanent preservation in the College Library." Present book value, \$2,884,905.70.

WILLIAM B. BELL FUND

Founded in Ninth Month, 1951 by partial distribution of \$19,444.44 on account of an unrestricted bequest to the College of William B. Bell, Class of 1900, of New York, and in 1953-54 a final distribution of \$14,436.47.

The fund is to be used for General Purposes and is included in Consolidated Investments Account. Present book value is \$36,178.02.

DR. THOMAS WISTAR FUND

Founded in 1952, upon the termination of a Trust by the bequest of the residuary estate of Dr. Thomas Wistar, Class of 1858, the funds are to be kept invested and the net income used for such purposes either general or special as the Managers of said College may direct. Present book value is \$25,068.15.

THE CHARLES MCCAUL FUND

Founded in 1953 by a bequest of $\frac{1}{8}$ th of the residuary estate of Mary N. Weatherly. The fund is to be known as The Charles McCaul Fund, in memory of her step-father. The income only shall be spent.

The use of the fund is unrestricted but it is the hope of the testatrix that some portion of the income may be used to provide one or more scholarships, and that the rest of the income may be used to provide *sound and conservative instruction* in the social sciences.

"It is my preference that such scholarships be awarded to students who show especial interest in the field of religion and the social sciences, but I do not specifically limit the use of the fund, having confidence in Haverford College to teach high ideals." The present book value of this fund is \$37,187.20.

ISAAC & LYDIA COPE SHARPLESS FUND

Founded in 1953 by bequest of \$5,000 from Lydia Cope Sharpless, who died Sept. 23, 1952, "in memory of my husband, Isaac Sharpless." The fund is without restriction, and has a present book value of \$5,000.

CLASS OF 1937 FUND

Founded Fifth Month 16, 1955 by a gift of \$4,500 from Margaret A. Lester and John A. Lester '96, in appreciation of the benefits rendered to their son, John A. Lester, Jr. '37.

The fund is unrestricted and has a present book value of \$4,500.

J. HORACE COOK FUND

Founded in 1955 by a bequest under the will of J. Horace Cook, Class of 1881, who died March 25, 1939, this bequest became effective on the death of Mary Fuller Cook, his widow. This fund is "to be kept . . . and the income to be used for the needs of the College as it shall see fit, but preferably for a scholarship, one to be awarded each year so there will be a student in each class receiving his tuition from this fund. Ten per cent of the net income for each and every year shall be added to principal of this Fund." Present book value, \$127,735.81.

THE FORD FOUNDATION ENDOWMENT FUND

The Ford Foundation made grants to the college on July 1, 1956 and June 27, 1957, for an Endowment Fund totaling \$345,000.

In accordance with the terms of the gift, "Until July 1, 1966, the principal of the grant shall be held by the grantee institution only as endowment, and the income

from such grant shall be used only to increase faculty salaries. After July 1, 1966, principal and income of the grant may be used for any educational purposes of the institution."

THE FORD FOUNDATION ACCOMPLISHMENT FUND

The Ford Foundation also made on July 1, 1956 and June 27, 1957, two payments for an accomplishment grant in the amount of \$214,000. This grant was made in recognition of the fact the College had, with certain other institutions to whom similar grants were made, taken the lead in their regions in improving the status and compensation of American college teachers.

"The purpose of the grant shall be to advance the academic program of the grantee institution either by increases in faculty salaries or by meeting other pressing academic needs. The grant may be spent in whole or in part, from time to time, as the grantee institution may determine."

THOMAS HARVEY HAINES AND HELEN HAGUE HAINES FUND

Founded in 1956 by a bequest of one-third of the residuary estate of Helen Hague Haines, this fund was given in memory of Thomas Harvey Haines, Class of 1896. The proceeds are to be used "to promote understanding among men by research, training and teaching in the field of human relations." Present book value is \$12,426.18.

EMILY BISHOP HARVEY FUND

Founded in 1958 by a bequest of \$10,000 from Emily Bishop Harvey of Radnor, Pa., patron and friend of the College, who died November 12, 1957, this fund is without restrictions and is to be used for the general purposes of the College. Book value is \$10,000.

CLASS OF 1933 TWENTY-FIFTH ANNIVERSARY FUND

Founded in 1958 by initial gift of \$6,477.50 from the class, at its 25th reunion, the income is to be used for general College purposes at the discretion of the Board of Managers. However, the Board may use the principal, if conditions unforeseen at the time of establishment of the fund make it advisable. Present book value, \$8,932.50.

JOHN E. HUME FUND

Founded in 1959, by a bequest of one-third of the residuary estate of John E. Hume, Class of 1897, the fund is unrestricted and is to be used for general purposes. Present book value, \$35,828.17.

FREDERIC H. STRAWBRIDGE FUND

This gift was left to the College by Frederic H. Strawbridge, Class of 1887, upon his death in 1958. The fund represents the culmination of a long series of gifts made during his fifty-one years as a member of the Board of Managers. It is unrestricted, and has a present book value of \$10,000.

WILLIAM H. COLLINS FUND

Established by the bequest of the residuary estate of Julia Cope Collins, who died August 20, 1959, and who was long a devoted friend and neighbor of the College, and widow of William H. Collins, Class of 1881, for many years head of the College Building and Grounds Division, the use of this fund is to be left to "the judgment of the governing body of the College." Julia Collins states in her will that "if the income from this fund, or some part of it, could be used for scholarships for deserving students, I should approve of such use but . . . I do not restrict the use of the fund for this purpose." The present book value is \$185,110.15.

MARY FRANCES NUNNS FUND

Founded in 1960 by a bequest of \$25,000 from Mary Frances Nunns, the income is to be used for scholarships unless otherwise directed by the Board of Managers, they being empowered by the will to use the income for scholarships or general purposes. The present book value is \$25,000.

ELI NICHOLS FUND

This fund, created under the will of Eli Nichols, Class of 1912, representing one-half of his residuary estate, came into possession of the College in January, 1961 on the death of Anna E. Nichols.

By his will the fund is left to Haverford College "to be added to the general endowment funds of said College or to be used by the trustees of said College as in their judgment and discretion may be for the best interest of said College."

The present book value of the fund is \$346,106.56.

WILLIAM GIBBONS RHOADS FUND

This fund was established in 1961, by a bequest of \$25,000 from William Gibbons Rhoads, Class of 1897, who died December 10, 1960.

His will directed that the "income from the aforesaid gift to the Board of Managers of Haverford College shall be used for visits to the College by distinguished persons in the field of the humanities and social sciences. These visits may be for a lecture, a series of lectures, for purposes of instruction, for seminars for research, or for other academic purposes. However, the income and/or principal of the fund may, at the discretion of the Board of Managers, be used for any purpose which they may consider to be of more value to the College, or the fund may be merged with the general endowment of the College and the income or principal or both used toward the general expenses of the College." The present book value is \$25,000.

PHILIP B. AND LOUISE SPAHR DEANE FUND

This fund was established in 1961 by gifts of \$10,735, from Philip B. Deane, Class of 1911 and his wife, Louise Spahr Deane of York, Pa., in gratitude for the scholarship help and educational opportunities made available to Philip Deane during his years at Haverford.

The income from this fund, on their death, is to be used for the general purposes of the College. Present book value, \$30,130.82.

CLASS OF 1911 — FIFTIETH ANNIVERSARY FUND

Established in 1961 by gifts of the Class of 1911 in celebration of their 50th anniversary, the income and principal are to be used for general College purposes. The present book value is \$5,904.81.

THE CLASS OF 1935 — TWENTY-FIFTH ANNIVERSARY FUND

Initiated in 1960 by gifts of the members of the Class of 1935, in connection with their twenty-fifth anniversary, both income and principal may be applied for the general purposes of the College. The present book value is \$7,275.67.

THE CLASS OF 1937 — TWENTY-FIFTH ANNIVERSARY FUND

Present book value is \$25,083.31.

ALLEN C. THOMAS FUND

This fund represents the gift of the residuary estate of Miriam Thomas, who bequeathed it to the College as a memorial to her father, Allen C. Thomas, for many years beloved Librarian and Professor of History at Haverford. The bequest became effective upon the death of Edward Thomas on November 16, 1962. It is unrestricted as to the use of either principal or income and has a present book value of \$25,148.45.

CHARLES E. GAUSE FUND

The fund came into the hands of the College in 1964 upon the death of a life tenant having been created under a deed of trust of Charles E. Gause, Class of 1880. It is to be used for the general purposes of the College, and has a present book value of \$21,147.97.

FUND FOR GRADUATE SCHOOL

MOSES BROWN FUND

A trust founded by T. Wistar Brown, in 1906, as a memorial to his father, Moses Brown. Transferred to the College in 1916 after his death, having at that time a par value of \$372,821.91 and book value of \$318,823.56. Present book value, \$397,744.42. The fund was created to establish a graduate course in religious study in harmony with and supplementary to the teaching and study provided for by the John Farnum Brown Fund. The income only is to be used; at least ten per cent of the total income must be capitalized each year. The unused income, if any, is likewise capitalized at the close of each fiscal year. The graduate school supported by the Moses Brown Fund was designated "The Thomas Wistar Brown Graduate School." In 1927 the former separate school was discontinued and eight graduate scholarships were created.

In 1937-1938, arrangements were first made for cooperation in courses with Pendle Hill, a school for religious education under the care of Friends, located at Wallingford, Pa.

FUNDS FOR INFIRMARY

INFIRMARY ENDOWMENT FUND

Founded in 1911 from subscriptions totaling \$9,072.55, raised among alumni and friends of the College. The income is used toward the expenses of the Morris Infirmary. Present book value, \$9,653.44.

JOHN W. PINKHAM FUND

Founded in 1911 by legacy of \$5,000 from Dr. John W. Pinkham, 1860, being transmitted by gift from his widow, Cornelia F. Pinkham. There are no binding conditions, but as she expressed an interest in the Morris Infirmary, then building, the Board of Managers directed that the income of this fund should be used in the support and maintenance of the Infirmary. Present book value, \$5,059.50.

FUND FOR HAVERFORD UNION

HAVERFORD UNION FUND

Founded in 1920 by gift from the former Haverford Union members of \$1,000 par value of bond at book value of \$800 and \$678.59 cash, and all the personal property in the Union from the Haverford College Union. The College assumed the responsibility for the care of the building First Month 16, 1920. The income is used toward the maintenance of the Union building. Present book value, \$1,878.82.

FUNDS FOR SCHOLARSHIPS

THOMAS P. COPE FUND

Founded in 1842 by gift of sixty shares of Lehigh Coal and Navigation Co. stock, par value \$3,000, from Thomas P. Cope. Present book value, \$5,257.82. The income only is to be used "for the education of young men to qualify them to become teachers, but who are not of ability to pay their own schooling." This fund sustains the Thomas P. Cope Scholarships.

EDWARD YARNALL FUND

Founded in 1860 by bequest of \$5,000 from Edward Yarnall. Present book value, \$6,069.23. The income only is to be used for "the support of free scholarships." The fund sustains the Edward Yarnall Scholarships.

ISAIAH V. WILLIAMSON FUND

Founded in 1876 and increased in 1883 by gifts of sundry ground rents from Isaiah V. Williamson. Present book value, \$19,817.40. The income only is to be used for free scholarships. The fund sustains the Isaiah V. Williamson Scholarships.

RICHARD T. JONES SCHOLARSHIP FUND

Founded in 1885 by bequest of \$5,000 from Jacob P. Jones as a memorial to his late son, Richard T. Jones, 1863. The income only to be used to sustain the "Richard T. Jones Scholarship." Present book value, \$5,056.25.

MARY M. JOHNSON SCHOLARSHIP FUND

Founded in 1897 by bequest of \$5,000 from Mary M. Johnson. Accrued interest before payment to the College increased the fund by \$3,062.95. The bequest was to establish a "perpetual scholarship." The fund sustains the Mary M. Johnson Scholarships. Present book value, \$7,013.61.

SARAH MARSHALL SCHOLARSHIP FUND

Founded in 1897 by bequest of \$5,000 from Sarah Marshall. Accrued interest before payment to the College increased the fund by \$2,589.49. The bequest was to establish a "perpetual scholarship." The fund sustains the Sarah Marshall Scholarships. Present book value, \$7,919.76.

CLEMENTINE COPE FELLOWSHIP FUND

Founded in 1899 by gift of \$25,000 from Clementine Cope. The gift was to establish the "Clementine Cope Fellowship Fund to assist worthy and promising graduates of Haverford College in continuing their course of study at Haverford or at some other institution of learning in this country or abroad." The selection of the Fellows is made by the Board of Managers upon nomination by the faculty. Present book value, \$22,845.86.

ISAAC THORNE JOHNSON SCHOLARSHIP FUND

Founded in 1916 by gift of \$5,000 from Isaac Thorne Johnson '81. Present book value, \$10,234.13. The gift was to establish "The Isaac Thorne Johnson Scholarship to aid and assist worthy young men of Wilmington Yearly Meeting or of the Central West to enjoy the privileges of Haverford College." Unused income is added to the principal of the fund.

CASPAR WISTAR MEMORIAL SCHOLARSHIP FUND

Founded in 1920 by gift of Edward M. and Margaret C. Wistar of \$5,000 par value in bonds in memory of their son, Caspar Wistar, of the Class of 1902, who died in Guatemala in 1917 while engaged in mission service in that country. The income only is to be used for scholarships, primarily for sons of parents engaged in Christian service, including secretaries of Young Men's Christian Associations, or students desiring preparation for similar service in America or other countries. Present book value, \$11,662.39.

J. KENNEDY MOORHOUSE SCHOLARSHIP FUND

Founded in 1926 by gifts totaling \$3,000, with \$1,000 added in 1926, and \$1,000 in 1928 and \$1,000 in 1929 from the Class of 1900 in memory of their classmate, J. Kennedy Moorhouse. The scholarship provided by this fund is "to be awarded, whenever a vacancy shall occur, to the boy ready to enter the freshman class, who in the judgment of the president of the College appears best fitted to uphold at Haverford the standard of character and conduct typified by J. Kennedy Moorhouse, 1900, as known to his classmates: A man, modest, loyal, courageous, reverent without sanctimony; a lover of hard play and honest work; a leader in clean and joyous living." Present book value, \$5,155.85.

LOUIS JAQUETTE PALMER SCHOLARSHIP FUND

Founded in 1928 by gift of \$5,000 from Triangle Society, as follows:

"The Triangle Society of Haverford College herewith presents to the Corporation of Haverford College, a fund of Five Thousand Dollars (\$5,000) to be hereafter known and designated as the 'Louis Jaquette Palmer Scholarship Fund';

"This fund represents contributions from the members of the Triangle Society of Haverford College who have been thus inspired to perpetuate the memory of their fellow member, Louis Jaquette Palmer, of the Class of 1894, one of the founders of the Triangle Society, whom they admired for his cooperative spirit and constructive interest in student and community welfare. The fund is placed with the Corporation of Haverford College with the understanding:

"That such student shall be selected from a list of those eligible for entrance to Haverford College, who shall have combined in his qualifications the fulfillment of such conditions as apply to applicants for the Rhodes Scholarships under the terms of its creation, and furthermore that the student so selected and entered in Haverford College may continue to receive said scholarship fund throughout his course at College, subject to the approval of the Committee, otherwise preference shall be given to applications for the freshman class;

"That the selection of said student and the determination of the qualities and conditions hereinbefore mentioned shall be subject to the decision and control of a committee of three (3), which committee shall be composed of two (2) members of the Triangle Society and the president of Haverford College, the said members of the Triangle Society to select and recommend the applicants and the committee as a whole to determine their qualifications and eligibility.

"Finally, in the event that no student is selected by the Triangle Society or that a vacancy occurs, the income from said funds and any additions shall accumulate as provided under the customary rules and regulations of the Corporation of Haverford College."

This fund has further been added to by yearly contributions from members of the Triangle Society. Present book value is \$17,289.13.

PAUL W. NEWHALL MEMORIAL SCHOLARSHIP FUND

Established in 1931 by bequest of \$5,045.60 from Mary Newhall in memory of her father, Paul W. Newhall, a Manager, 1844-48, for the establishment of a scholarship fund. The income only to be used for free scholarship purposes. Present book value, \$5,045.60.

ROBERT MARTIN ZUCKERT MEMORIAL SCHOLARSHIP FUND

Founded in 1935 by gift of \$750, \$2,000 each year, 1936 to 1940, and in 1942; \$2,500 in 1941; \$1,000 in 1943; \$1,000 in 1944; \$2,000 in 1945; \$2,000 in 1947-1948, \$1,000 in 1949-1950, by Harry M. Zuckert, New York, in memory of his son, Robert Martin Zuckert, of the Class of 1936, who was killed in an accident in June 1935. The income is to be used for scholarship and the donor said, "I should prefer a boy who is a native of New York or Connecticut and who now resides in one of those States." Present book value, \$22,250.00.

SAMUEL E. HILLES ENDOWMENT

Founded in 1935 by gift of \$5,000 from Mrs. Mina Colburn Hilles, of Orlando, Fla., in memory of her husband, Samuel E. Hilles, Class of 1874, formerly of Cincinnati, who died in 1931. This fund was created under a trust deed with Central Title and Trust Co., Orlando, Fla., to which annual reports are to be made. The income only is to be used for scholarships for worthy students who are unable to finance their expenses at Haverford College. Present book value, \$5,017.31.

CLASS OF 1913 SCHOLARSHIP FUND

Founded Fourth Month 15, 1937, by gift of \$3,000 from Class of 1913 for the endowment of scholarship aid. The income only is to be used for scholarship aid, to be awarded annually to a worthy student of any undergraduate class. Preference is to be given to sons of members of the Class of 1913 who may apply and who meet the usual requirements of the College. Present book value, \$3,000.

THE AUGUSTUS TABER MURRAY RESEARCH SCHOLARSHIP FUND

Founded Fifth Month 31, 1939, by gift from two anonymous friends of Dr. Augustus Taber Murray '85, by gifts of \$20,000 par value of securities subject to annuity during their lives, and with permission to use principal for the annuity payments, if necessary.

Upon the deaths of the two annuitants, the remaining principal shall be held in a fund, the "Income to be used for scholarships in recognition of the scholarly attainments of Augustus Taber Murray, a distinguished alumnus of Haverford College, of the Class of 1885, and for many years a professor of Leland Stanford University, the fund to be known as 'The Augustus Taber Murray Research Scholarship.' The scholarships in English literature or philology, the classics, German literature or philology (in order of preference) shall be awarded upon such terms and conditions as the College may from time to time establish to students who have received the bachelor's degree at Haverford College, and shall be awarded for the purpose of study in other institutions toward the degree of Doctor of Philosophy or such degree as may in the future correspond to that degree."

The amount of the scholarship is to be \$900 a year whenever awarded, and only unmarried students are eligible to hold it. Present book value, \$30,124.23.

THE CLASS OF 1917 SCHOLARSHIP FUND

Founded Seventh Month 13, 1942, by initial gift of \$2,000 from the Class of 1917, John W. Spaeth, Jr., treasurer, as a Twenty-fifth Anniversary gift. A further gift of \$250 was made at the same time to cover the first two years of a scholarship of \$125 per year. Preference is to be given to a son of a member of the Class of 1917. The income only is to be used for a scholarship to the extent of \$150 per annum. This was increased to \$200 per annum in 1947-1948. Further contributions from the members of the Class of 1917 are to be applied in the following order:

(1)—To supplement the annual income from the principal sum of \$2,000, so that the annual scholarship stipend shall be \$150 (increased to \$200 in 1947-48, increased to \$300 in 1949-50, increased to \$500 in 1952-53), or as near that sum as may be;

(2)—To add to the principal sum any surplus of these annual contributions not needed to serve the purpose of (1). Since the scholarship stipend for the years 1942-1943 and 1943-1944 was already provided for by the additional \$250 already contributed by the Class of 1917, the annual contributions from the class in these two years was added at once to the principal sum of \$2,000, thus serving the purpose of (2) above. Further contributions have been made annually to make their present book value \$11,200.

DANIEL B. SMITH FUND

Founded Tenth Month 6, 1943, by gift of \$2,500 from Anna Wharton Wood, of Waltham, Mass., who died in 1944. This was increased Fifth Month 24, 1945 by a bequest of \$2,500 made by Miss Esther Morton Smith, of Germantown, Philadelphia, who died Third Month 18, 1942, by a further bequest by Dorothea Atwater Smith of \$5,000 March 10, 1958.

This fund is established by the granddaughters of Daniel B. Smith "in loving memory of their grandfather and his intimate association with the early years of the College."

The income is to be used, in the discretion of the faculty, as an annual scholarship for some young man needing financial aid in his College course. Preference is to be given to a descendant of their father, Benjamin R. Smith, if any such should apply. Present book value, \$10,000.

SARAH TATUM HILLES MEMORIAL SCHOLARSHIP FUND

Founded Eleventh Month 1, 1943 by bequest of \$75,534.58 from Joseph T. Hilles, 1888, in memory of his mother "Sarah Tatum Hilles."

The will directs that the income be used "to provide for such number of annual scholarships of \$250 each as such income shall be sufficient to create"; they are to be awarded by the Managers upon "needy and deserving students," and to be known as "Sarah Tatum Hilles Memorial Scholarships."

It is estimated that 12 scholars can be thus provided for at present. Present book value, \$75,534.58.

ELIHU GRANT MEMORIAL SCHOLARSHIP FUND

Established Second Month 2, 1944, by gift of \$200 from Mrs. Elihu Grant to supplement the simultaneous transfer of \$803.73 to this new fund from Donations Account, being the balance of donations made by Dr. Grant during his lifetime to the Beth Shemesh account, and \$75 realized from the sale of some of his books. Mrs. Grant has made a further gift of \$1,000 in 1943-44 and \$2,000 in 1944-45. And, Grant Foundation, Inc., gave \$10,000, also in 1944-45. Mrs. Grant made a further gift of \$1,000 in 1945-46. In 1949-1950 in connection with the campaign, the Grant Foundation made a further gift to the College of \$25,000, to be added to this fund.

With the donor's approval, the terms of the fund are as follows:

"Founded in 1944 to commemorate the service to Haverford College of Dr. Elihu Grant, from 1917 to 1938, a member of the College faculty. The income from this fund is applied to scholarship assistance to students in the humanities, primarily those specializing in the study of Biblical literature and Oriental subjects, and is limited to those whose major subject has been approved by the College faculty. In special circumstances the income may be utilized to assist those working for a post-graduate degree at Haverford College." If conditions change, the Managers are given power to change the use of the fund. In making the additional grant in 1949-50, the Foundation stated that "the income from this present gift may be allocated as scholarship or fellowship awards by the proper authorities of the College to undergraduate or graduate students without restriction as to courses of studies." Present book value, \$41,375.01.

CHRISTIAN FEBIGER MEMORIAL SCHOLARSHIP FUND

Founded Sixth Month 13, 1946 by a gift of \$8,000 from Madeleine Seabury Febiger, of Philadelphia, in memory of her husband, Christian Febiger, Class of 1900.

On Third Month 18, 1949 a bequest of \$9,050 was received from the executors of Mrs. Madeleine Seabury Febiger, who died September 27, 1947, and was added to this fund.

The income only is to be used in paying the tuition or other college expenses of worthy, needy students at Haverford College. Present book value, \$17,050.

JOSEPH L. MARKLEY MEMORIAL SCHOLARSHIP FUND

Founded 2nd Month 10, 1947 by gift of \$5,000 from Mrs. Mary E. B. Markley of Ann Arbor, Michigan, widow of Joseph L. Markley, A.B. '85, M.A. '86, who was professor of mathematics at University of Michigan. The gift was made "to be held as an endowment fund in memory of Joseph L. Markley of the Class of 1885, the income of which is to be granted each year, in the discretion of the faculty, as a scholarship to some student on the basis of character, scholarship and financial need."

JOSEPH C. AND ANNE N. BIRDSALL SCHOLARSHIP FUND

Founded 2nd Month 24, 1947 by initial gift of \$10,000 from Dr. Joseph C. Birdsall, Class of 1907, of Haverford, Pa., "for the establishment of a new fund to be known as Joseph C. and Anne N. Birdsall Scholarship Fund, the income only to be granted each year, in the discretion of the faculty of Haverford College, as scholarship aid to some student or students of Haverford College who are preparing for medicine—the selection to be upon the basis of character, scholarship and financial need." Further gifts 1947-48, \$5,000; 1948-49, \$5,000; 1949-50, \$5,000; 1956-57, \$5,000. Present book value, \$30,000.

DANIEL E. DAVIS, JR. MEMORIAL SCHOLARSHIP FUND

Founded by gifts made First Month 20 and Second Month 17, 1948, totalling \$3,000, by Mr. and Mrs. Daniel E. Davis, of Sewickley, Pa., to establish the Daniel E. Davis, Jr. Memorial Scholarship Fund, in memory of their son, ex Class of 1944, who was killed in aerial warfare in the Pacific.

The income from the fund is to be granted each year, in the discretion of the faculty, as a scholarship to some student on the basis of character, scholarship and financial need.

JONATHAN M. STEERE SCHOLARSHIP FUND

Founded Twelfth Month 28, 1948 by gift of \$2,300 from Jonathan M. Steere, Class of 1890. Classified among the Scholarship Funds and included in Consolidated Investment Account.

The donor's provisions governing the use of the fund are as follows: "With this stock, or its proceeds, I wish to establish a fund for a scholarship primarily for a graduate of Moses Brown School, Providence, R. I., now under the care of New England Yearly Meeting of Friends. Should the scholarship not be awarded in any one year to a graduate of Moses Brown School, it may be awarded to someone else, preferably from New England, in the discretion of the College. If advisable, it may be given to more than one boy in any year. My preference is that it be awarded to a member of the Society of Friends, but I do not so restrict it. Should the time come when, for any reason, scholarships may not be needed or desirable, having full confidence in the management of the College, I wish that both the principal and the income be used as the College in its sole discretion shall determine.

"I suggest that at the College it be known as the 'Moses Brown School Scholarship', and at the School as the 'Haverford Scholarship'." A further gift of \$4,985 was made in 1949-50 and \$2,715 in 1950-51.

Upon his death on September 21, 1958, \$10,000 was added by bequest to the fund making the present book value \$20,000.

WILLIAM GRAHAM TYLER MEMORIAL SCHOLARSHIP FUND

Founded Tenth Month 1949 by gift of \$15,000 from Miss Mary Graham Tyler in memory of her father, William Graham Tyler, Class of 1858. Formerly of Philadelphia, William Graham Tyler took an active part in civic improvement in New Jersey and in Iowa, and was concerned with the advancement of Friends Education at both William Penn College and Haverford College.

The income from the fund is to be granted each year, in the discretion of the College, as scholarship aid to some student or students on the basis of character, scholarship, and financial need. Preference is to be given to students from Oskaloosa, Iowa, or William Penn College in that state.

1890 MEMORIAL SCHOLARSHIP FUND

Founded in March 1950 by a gift of \$2,500 from Andrew L. Lewis of Worcester, Pennsylvania, in memory of his father, John F. T. Lewis, of Class of 1890, "and in recognition of his father's friendship with the members of his class."

The income from this fund is to be awarded as a scholarship by the College to a deserving student. Since in the beginning the income from this fund will not be large enough to furnish an entire scholarship it may be used in conjunction with some other scholarship to insure aid of material size. Increased by \$100 in 1951-52, \$100 in 1952-53 and \$100 in 1961-62. Present book value, \$3,300.

1949 CAMPAIGN SCHOLARSHIP FUND

Founded Sept. 1, 1950 by a transfer of \$38,610 from the receipts of the 1949 Haverford campaign for additional endowment.

The income is to be used to increase funds available for scholarships, in order to maintain the quality and increase the diversity of the student body and to carry on the tradition that personal merit rather than ability to pay is the primary entrance qualification.

Until otherwise ordered by the Board, 10% of the income is to be capitalized each year; provided that this shall not reduce the yield from the fund below 4%.

A portion of the capital of this fund may be expended at the discretion of the Board of Managers in accordance with the policy stated in the campaign appeal. Present book value, \$51,048.81.

MAX LEUCHTER SCHOLARSHIP FUND

The plan for this fund was evolved during the life of Max Leuchter, who died in 1949, and carried out upon his death by his wife Cecila P. Leuchter and his sons, Ben Z. Leuchter and Joel C. Leuchter. Self educated after completion of grade school, becoming editor and publisher of the Vineland *Times Journal*, Max Leuchter wished to benefit the College to which he sent his son, and which he had come to greatly admire.

The purpose of the donors in making this gift in 1950 of \$10,000 was to "create a scholarship which shall be given yearly to a student whose need can be demonstrated, whose academic performance meets the College requirements, and who, in addition, gives promise of making an outstanding contribution to the life of the College through his breadth of interest, his love of hard play and of hard work."

The scholarship shall be in the amount of \$300 in the beginning. It may be given to a new student each year or to one student through each of his four years. All income received above \$300 shall be capitalized each year.

"When the income from the fund has reached proportions such that an additional scholarship of \$300 can be awarded, and that at the same time at least \$300 can be returned to the fund, the additional award shall then be made.

"It is the further wish of the donors that, while their interests are primarily as stated above, should the Board of Managers of the College be faced with circumstances which cannot be foreseen now, the Board may, at its discretion, use the income from the fund for College purposes other than the scholarship purposes." The present book value is \$16,769.44.

A. CLEMENT WILD SCHOLARSHIP FUND

Founded in 1951 by a first gift of \$4,087.50 of Gertrude T. Wild in memory of her husband, A. Clement Wild, of the Class of 1899. The income from the fund is to be used for a scholarship or scholarships, to be granted without restrictions in the discretion of the College.

In making the gift the donor, though reiterating the freedom from restrictions, expressed the feeling that as A. Clement Wild was born in England, becoming a naturalized American citizen, a grant to an English exchange student or someone in a similar category would be appropriate. Increased by \$4,625 in 1951-52; \$4,300 in 1952-53; in 1953-54 \$4,100; in 1954-55 \$5,300; and in 1955-56 \$2,587.50. The present book value is \$25,000.

CAROLINE CHASE SCHOLARSHIP FUND

Founded December 10, 1951 by payment on a bequest of part of the residue of the estate of Caroline Chase, daughter of Thomas Chase, one time president of the College, of Providence, Rhode Island, whose will provided:

"This gift is made as an expression of my father's enthusiastic appreciation for its high standards of scholarship in Greek, Latin and English literature.

"It is my intention that the said share given to said Haverford College shall be used for any of the educational purposes of said College according to the discretion of the president of the time being."

Present book value of the fund is \$6,245.11.

ROY THURLBY GRIFFITH MEMORIAL FUND

Founded in 1953 by a legacy of \$5,000 from Grace H. Griffith, who died April 14, 1952, in memory of Roy Thurlby Griffith, Class of 1919. "The income therefrom to be used for a scholarship or scholarships for such individual or individuals as in the judgment of the trustees of said College shall be deserving of the same. The trustees of said College shall have full power and discretion to determine the number of scholarships, the amount of such scholarships, and the recipients of the same, but it is my desire that wherever possible preference shall be given to boys who have no father and who are in need of financial assistance." Present book value, \$5,000.

CLASS OF 1904 SCHOLARSHIP FUND

Founded June 4th, 1954 in commemoration of its fiftieth anniversary by the Class of 1904 and the families of its deceased members, the fund is to be used for scholarship purposes and has a present book value of \$10,000.

INAZO NITOBÉ SCHOLARSHIP FUND

Founded in 11th Month 1955 by a bequest of \$10,000 under the will of Anna H. Chace of Providence, R. I. The fund became payable upon the death of her sister Elizabeth M. Chace.

"The income, or so much thereof as said College may deem best, (is) to be used and applied for the education at said Haverford College of a Japanese student

who shall be a resident of Japan at the time of his appointment to such scholarship and for his traveling expenses from and to Japan and his living expenses during the period he shall hold such scholarship." Present book value, \$10,000.

THE SUMMERFIELD FOUNDATION SCHOLARSHIP FUND

Founded February 1956, by a gift of \$1,000 from The Summerfield Foundation, this fund is to be added to the endowment of the College; the income is to be used for scholarship purposes. Present book value, \$9,000.

W. LACOSTE NEILSON SCHOLARSHIP FUND

This fund was established in June 1957 by the family and friends of W. LaCoste Neilson, Class of 1901, in his memory.

The income is to be used for the payment of one or more scholarships at the discretion of the College, preference if possible being given to students taking scientific or practical courses rather than those in the field of the arts. The present value of this fund is \$12,575.

WALTER R. FARIES SCHOLARSHIP FUND

Founded in 1959 by a gift of securities from Walter R. Faries, Class of 1916, the fund is to be administered in accordance with an agreement with the donor.

Upon the death of certain annuitants "all income thereafter shall be used to provide partial or full scholarships for future students at Haverford with the understanding that leadership qualities rather than scholastic ability alone shall be considered as far as practicable in making such award. If changing circumstances in years to come shall, in the judgment of the Board of Managers of Haverford College, make the original purpose of this fund impracticable or undesirable, such Board shall have the power to use the income for other purposes of the College." Present book value, \$65,066.82.

RUFUS MATTHEW JONES SCHOLARSHIP FUND

Founded Twelfth Month 23, 1959, by initial gifts of \$1,500 from Clarence E. Tobias, Jr. of Cynwyd, Pennsylvania, as a testimonial to Rufus Jones and in gratitude for "the excellent educational facilities Haverford provided for me and my son," the principal and income of this fund are to be used for scholarships or loans to students majoring in philosophy. Preference is to be given to seniors. The recipients will be selected by the chairman of the Philosophy Department in consultation, if he desires, with his departmental associates and in accord with the usual scholarship practice of the College. The donor welcomes addition to the fund from anyone who might be interested.

If changing circumstances in future years make it advisable, the provisions for use of this fund may be changed by the Board of Managers on the recommendation of the president of the College and the chairman of the Department of Philosophy. The present book value is \$2,000.

CLINTON P. KNIGHT, JR. NEW ENGLAND SCHOLARSHIP FUND

This fund was established in 1961 by a gift of \$5,465.98 from the Haverford Society of New England, representing accumulated contributions from its members over a period of years while they were maintaining a \$500 annual scholarship at the College.

By agreement of the Board of Managers, a portion of the contribution made during 1961 by members of the Society to the Haverford College Development Program was added to the fund at its inception to bring the total to \$12,500. The income, and principal, if necessary, is to be used to maintain annual scholarships of at least \$500, with preference to be given to a student from the New England area. If at some future time changing conditions make it inadvisable to continue on these terms, the Board of Managers shall have discretion to use the principal or income for other purposes. Provision has been made by the donor for additions by anyone interested in the purposes of the fund.

At the request of the Haverford Society of New England, in recognition of the leading part played by Clinton P. Knight, Jr. '16, in the establishment and building up of this fund, it has been named in his honor. The present book value is \$12,800.

GEORGE A. KERBAUGH SCHOLARSHIP FUND

This fund was established in 1960 in recognition and appreciation of the leadership and personal generosity of George Kerbaugh '10, who headed the efforts of the Triangle Society to provide for additional badly needed stands for Walton Field.

At the time the stands were given in 1947-49 it was agreed that the income derived from the stands preferably would be used for improving the athletic facilities of the College as determined by the administration after consultation with the Triangle Society. Changing conditions with regard to admission charges and fluctuations in attendance made it so difficult to arrive at a satisfactory determination of the exact income which these new stands produced that it was decided, in lieu of the previous arrangement, to establish a second Triangle Scholarship of \$700 per annum drawn from the general funds appropriated for scholarships, this being the equivalent of 5% income on the original investment in the stands.

George Kerbaugh's many services to the College included his chairmanship of the committee which raised the funds for the Library addition built in the 1930's. The Board of Managers then expressed to him "its heartfelt appreciation and its sense of great obligation for a notable achievement."

THE F of x SCHOLARSHIP FUND

This fund was established by a bequest from Legh Wilber Reid, who died April 3, 1961, and who was the esteemed professor of mathematics at the College for 34 years.

His will provides that the sum of \$10,000 should be invested in a scholarship fund to be known as "The F of x Scholarship." The income from this fund is to be available "to a student entering either the Sophomore, Junior or Senior class in mathematics . . . and who has completed with credit the class in Freshman mathe-

matics at Haverford College, and who shall have shown a real interest in mathematics and gives promise for the future of his work in that subject." The present book value of the fund is \$10,000.

M. A. AJZENBERG SCHOLARSHIP FUND

"Established in 1962 in memory of M. A. Ajzenberg for students planning to major or majoring in physics or astronomy, preferably graduates of public schools in New Jersey or New York City." The present book value is \$7,000.

THE CLASS OF 1912 SCHOLARSHIP FUND

The fund was given in commemoration of the Fiftieth Anniversary of the Class of 1912.

The income is to be used for scholarship purposes, such scholarship being awarded preferably to an African or Asian student, but if no such recipient is available this scholarship may be assigned to some other deserving student. Present book value is \$7,257.

THE CLASS OF 1936 SCHOLARSHIP FUND

Established in 1961 by the Class of 1936 as a 25th Anniversary Gift, the income is to be used for scholarship aid without restriction. However, the Board of Managers may use the income or principal for other purposes, if in their opinion conditions unforeseen at the time of establishment make it advisable. Present book value is \$30,130.82.

FUNDS FOR THE LIBRARY

ALUMNI LIBRARY FUND

Founded in 1863 by contributions from the alumni and other friends of the College. In 1909 the unexpended balance (about \$5,000) of a fund of \$10,000 raised in 1892, and known as the "New Library Fund," was merged into the Alumni Library Fund. Present book value, \$17,435.06. The income is used for binding and miscellaneous expenses of the Library.

MARY FARNUM BROWN LIBRARY FUND

Founded in 1892 by gift of \$20,000 from T. Wistar Brown, executor of the Estate of Mary Farnum Brown. Additions were made by T. Wistar Brown in 1894, \$10,000 for a lecture fund, and in 1913, \$20,000. In 1916, after T. Wistar Brown's death, there was added to this fund \$34,499.78 par value of securities, book value, \$30,149.78, being a trust which he had created for this purpose in 1908 and to which he had made additions in subsequent years. Present book value, \$68,367.01. The purpose of this fund (except \$10,000) is for the increase and extension of the Library. The income only is to be used for the purchase of books, and one-fifth of same is to be spent for books promoting the increase of Christian knowledge. The books purchased with the income of this fund are marked by a special book-

plate. The income of \$10,000 of the fund is to provide for an annual course of lectures upon Biblical subjects designated "The Haverford Library Lectures." Unused income from the fund, if any, must be capitalized at the end of each fiscal year.

WILLIAM H. JENKS LIBRARY FUND

Founded in 1910 by gift of \$5,000 from Hannah M. Jenks, widow of William H. Jenks. The fund was first known as "Special Library Fund," but after the death of Hannah M. Jenks was changed, in 1916, to "William H. Jenks Library Fund." The purpose of this fund is that the income shall be used for the care of the collection of Friends' books made by William H. Jenks and given by his widow to Haverford College, and to make appropriate additions thereto. Any income not used for these purposes may be used toward the general needs of the Library. Present book value, \$5,000.

MARY WISTAR BROWN WILLIAMS LIBRARY FUND

Founded in 1914 by gift of \$20,000 from Parker S. Williams '94, as a memorial to his late wife, Mary Wistar Brown Williams. The income only is to be used for the purchase of books for the Library, preferably books coming within the classes of history, poetry, art, and English and French literature. The books purchased with the income of this fund are marked by a special book-plate. Present book value, \$20,306.74.

ANNA YARNALL FUND

Founded in 1916 by residuary bequest of \$13,000 par value of securities with book value of \$7,110, and one-half interest in suburban real estate from Anna Yarnall. Additional amount under bequest was received in 1918. Present book value, \$173,078.14. The real estate was sold in 1923 and netted the College \$164,820.50. The bequest was made for the general use of the Library. The testatrix says, "I do not wish to restrict the Managers as to the particular application of this fund, but desire them to use the income arising from it as in their best judgment and discretion shall seem best, for the purchase of books and manuscripts, book cases, rebinding of books, and, if need be, the principal or portions thereof, or the income or portions thereof, for additions to the present Library building, or the erection of new Library buildings. I direct that all books purchased with this fund shall be plainly marked 'Charles Yarnall Memorial' in memory of my father, Charles Yarnall."

F. B. GUMMERE LIBRARY FUND

Founded in 1920 by gift of \$635.41, raised among the students by the Students' Association of the College as a memorial to Professor Francis Barton Gummere. The income only is to be used to buy for the Haverford College Library books on the subjects that he taught or was interested in.

The Students' Association voted to raise twenty-five dollars for a special shelf in the Library to be known as the "F. B. Gummere Memorial Shelf." This shelf, with its proper inscription, holds the books purchased by this fund. Present book value, \$635.47.

EDMUND MORRIS FERGUSSON, JR. CLASS OF 1920 MEMORIAL FUND

Founded in 1920 by memorial gift of \$1,000 from the family of Edmund Morris Fergusson, Jr., Class of 1920, who died at the College in his Senior year. The income only is to be used for the maintenance and increase of the Library's Department of English and American literature. The books purchased with the income of this fund are marked by a special book-plate indicating its source. Present book value, \$1,002.34.

CLASS OF 1888 LIBRARY FUND

Founded Sixth Month 15, 1938, by gifts totaling \$5,250 from members and families of the Class of 1888, on the occasion of their fiftieth anniversary. The conditions of the gift are as follows:

- (1) A fund is to be established, to be known as "The Class of 1888 Library Fund."
- (2) The income only of this fund is to be used exclusively for the purchase of books for the Haverford College Library, except as noted below (in Clause 6).
- (3) The fund established now will be added to later by gift or bequest.
- (4) Members of the Class also expect to donate books to the Library, with the understanding that when such books are duplicates of books already in the Library, they may be exchanged for books needed, or sold, and the money so obtained used in the same way as the income of the fund.
- (5) All books purchased by the income of the fund (or obtained as in 4) are to be provided with a special book-plate to be furnished by the Class.
- (6) Income from the Class Fund or moneys obtained by sale of duplicate books may, when necessary, be used for binding or repair of books designated as belonging to the Class collection. Additional donations were made as follows: \$500 in 1939-40; \$100 in 1943-44; \$500 in 1944-45 and \$200 in 1945-46. Present book value, \$6,550.

CLASS OF 1918 LIBRARY FUND

Founded Third Month 24, 1938 by gift from the Class of 1918 in commemoration of their twentieth anniversary. The gift was \$1,753.52 of which \$500 was spent for a portrait of the late Rayner W. Kelsey, professor of history, who died Tenth Month 29, 1934; and the balance of \$1,253.52 was used in establishing a new Library Fund, the income to be used for books. Present book value, \$1,253.52.

QUAKERIANA FUND

Founded 1st Month 8, 1947, by gift of \$600 from President Emeritus William Wistar Comfort '94, as explained in letter from him as follows: "In 1940 some alumni gave me a sum of money to buy books for myself. This I have done, and now there remains \$600 which I wish to make over to the Corporation, the interest of which may provide books or manuscripts for the Quaker collections. As a compliment to the donors of the fund, I should like the enclosed book-plate to be inserted in such future purchases."

**MOHONK FUND
FOR THE RUFUS JONES COLLECTION OF MYSTICISM**

Founded Third Month 21, 1949 by gifts totaling \$1,500 from members of the Albert K. Smiley family of Mohonk Lake, N. Y.

The gift was made "to make possible additions to the Rufus Jones Collection on Mysticism in the College Library," with the further provision that "it may be used at the discretion of Haverford College, if the purpose for which it is intended should no longer be applicable or desirable."

The fund is classified among Library Funds, and is included in Consolidated Investment Account. Book value, \$1,500.

RUFUS M. JONES BOOK FUND

Founded Seventh Month 11, 1949 from bequest of \$5,000 through a deed of trust established by Rufus M. Jones during his life, "the income only to be used for the purchase of books on mysticism, to be added to the collection of books on that subject," which he turned over to the College a few years before his death.

The fund is designated as the Rufus M. Jones Book Fund, is classified among Library Funds, and is included in Consolidated Investment Account. Book value, \$5,000.

1949 CAMPAIGN LIBRARY FUND

Founded Sept. 1, 1950 by a transfer of \$22,100 from the receipts of the 1949 Haverford campaign for additional endowment.

The income is to be used to increase funds with which to buy books, and thus maintain the excellence of the Library.

Until otherwise ordered by the Board, 10% of the income is to be capitalized each year; provided that this shall not reduce the yield from the fund below 4%.

A portion of the capital of this fund may be expended at the discretion of the Board of Managers in accordance with the policy stated in the campaign appeal. Present book value, \$37,872.01.

**THE CLASS OF 1909
RUFUS M. JONES MEMORIAL LIBRARY FUND**

Income from this fund, established by the Class of 1909 at the 50th Anniversary of its graduation as a memorial to Rufus M. Jones, is to be used for the purchase of books or special reproductions of rare books, in the area of the humanities, especially in the fields of mysticism, religion, philosophy and literature as representative of the interests of Rufus M. Jones. Present book value, \$2,336.47.

RAYNER W. KELSEY FUND

This fund was established by a gift of \$1,000 from Naomi B. Kelsey, widow of Rayner W. Kelsey, who was for many years professor of American history and a curator of the Quaker Collections.

The income is to be used to strengthen the Library collection of books and to promote sound scholarship in the field of American history. The present book value is \$1,000.

THE SARA AND FRANCIS PAWLING FUND

This fund came into being upon the death of Allison Wesley on January 19, 1962, a friend for many years of the Library.

By her will she left certain of her property to establish a fund "to be used as the Library board sees fit." The present book value of the fund is \$13,640.96.

JOSEPH R. GRUNDY LIBRARY FUND

This fund was established in 1963 by a grant of \$75,000 from the Joseph R. Grundy Foundation.

The purpose of this grant is to enable the Library of Haverford College to increase its collection of books and manuscripts relating to the history of Pennsylvania, particularly the southeastern Delaware Valley, which would include Burlington County, New Jersey and contiguous areas, with special emphasis on the Society of Friends and the contributions by members of that faith in the development and cultural life of this section of America.

It is understood that both principal and income may be spent in carrying out the above purposes. Present book value, \$35,000.

FUNDS FOR PENSIONS

PRESIDENT SHARPLESS FUND

Founded in 1907 by contributions from interested friends of the College, finally amounting to \$40,000. Present book value, \$41,237.08. The income is to be used for the teachers and professors of Haverford College as the president of the College and his successors, with the approval of the Board of Managers, may decide. The income from this fund is annually transferred to the Haverford College Pension Fund for old style pensions, or, if not needed for pensions, is capitalized in said fund.

WILLIAM P. HENSZEY FUND

Founded in 1908 by gift of \$10,000 from William P. Henszey, donated in connection with the raising of the President Sharpless Fund, but kept as a separate fund. Increased in 1909 by legacy of \$25,000 from William P. Henszey. Present book value, \$36,758.66. The income is to be used, as in the President Sharpless Fund, for the teachers and professors of Haverford College as the president of the College and his successors, with the approval of the Board of Managers, may decide. The income from this fund is annually transferred to the Haverford College Pension Fund for old style pensions, or, if not needed for pensions, is capitalized in said fund.

JACOB P. JONES BENEFIT FUND

Founded in 1909 and increased in 1910 by proceeds of land sold for account of Jacob P. Jones legacy. Present book value, \$68,113.78. The income is to be used, as in the President Sharpless Fund, for the teachers and professors of Haverford College as the president of the College and his successors, with the approval of the

Board of Managers, may decide. The income from this fund is annually transferred to the Haverford College Pension Fund for old style pensions, or, if not needed for pensions, is capitalized in said fund.

PLINY EARLE CHASE MEMORIAL FUND

Founded in 1909 by transfer to the College of a fund raised in 1887 in memory of Professor Pliny Earle Chase, and amounting to par value of \$4,173.04. The income of this fund is used, as in the President Sharpless Fund, for the teachers and professors of Haverford College as the president of the College and his successors, with the approval of the Board of Managers, may decide. This income is transferred annually to the Haverford College Pension Fund for old style pensions, or, if not needed for pensions, is capitalized in said fund. Present book value, \$3,272.24.

HAVERFORD COLLEGE PENSION FUND

Founded in 1920 and added to since, being accumulations of income from the President Sharpless Fund, the William P. Henszey Fund, the Jacob P. Jones Benefit Fund and the Pliny Earle Chase Memorial Fund, not needed for pensions. Present book value, \$89,950.11. The income from this fund, together with the income from the four above-mentioned funds, is used for old style pensions. Income not needed for pensions was capitalized until 1932. Now the old style pensions call for more than the income of all these Pension Funds. When the proper time comes in an actuarial sense, the principal of this fund can be used as well as the income for the old style pensions until they cease.

FUNDS FOR SPECIAL PURPOSES

THOMAS SHIPLEY FUND

Founded in 1904 by gift of \$5,000 from the late Samuel R. Shipley as a memorial to his father, Thomas Shipley. Present book value, \$5,248. The income only to be used for lectures on English literature at the College. In case of actual need, at the discretion of the president of the College, the income can be used for general expenditures.

ELLISTON P. MORRIS FUND

Founded in 1906 by gift of \$1,000 from Elliston P. Morris, 1848. The income is to be used as a prize for essays to be written by students on the subject of arbitration and peace. "The Elliston P. Morris Prize" of \$40 is given in each year, the competition being open to all undergraduates and to graduates of not more than three years standing.

In 1929, it was determined, with the consent of the family of Elliston P. Morris, that when the prize is not awarded the income may be used for the purchase of library books on arbitration and peace. Present book value, \$1,126.75.

JOHN B. GARRETT READING PRIZE FUND

Founded in 1908 by a gift of \$2,000 par value of bonds by the late John B. Garrett, 1854. It was the purpose of the donor to ensure the permanence of a prize or prizes for systematic reading, which he had given for a number of years. The prizes were not awarded from 1922 to 1939 on account of default of the bonds. Reorganization has resulted in 1939 in sufficient recovery of value to provide again for this prize. Present book value, \$4,197.87.

SPECIAL ENDOWMENT FUND

Founded in 1909 by gift of \$12,000 par value of bonds, book value \$11,800, from an anonymous donor. The income only of this fund to be used "to furnish opportunity for study of social and economic and religious conditions and duties connected therewith, especially from a Christian point of view." The income is used toward the expenses of Summer Schools for Religious Study, which have been held at Haverford and Swarthmore Colleges from time to time and also for religious education under Friends' care.

On Fifth Month 16, 1930, the Managers adopted the following amendment, made at the suggestion of the donor, now revealed to be John Thompson Emlen, 1900: "If, however, it shall in the course of time be deemed advisable by the president and the Managers that the income of this fund can be used more profitably by the College for other purposes than those herewith stated, it is my desire that they shall act in accordance with their judgment." Present book value, \$9,227.07.

SCHOLARSHIP IMPROVEMENT PRIZE FUND

Founded in 1913 by gift of \$2,000 par value of bonds, book value \$1,200, from John L. Scull '05. Present book value, \$2,296.88. The income only to be used to establish two prizes of \$50 and \$45 annually to the two students in the graduating class showing the most marked and steady improvement in scholarship during their college course.

ELIZABETH P. SMITH FUND

Founded in 1915 by bequest of \$1,000 from Elizabeth P. Smith. Present book value, \$1,727. The income only to be used as a prize for the best essays on peace written by students of the College.

S. P. LIPPINCOTT HISTORY PRIZE FUND

Founded in 1917 by gift of \$2,500 par value of bonds, book value, \$2,546.88, from beneficiary of the estate of S. P. Lippincott '86. The income only to be used as an annual history prize, which is designated "The S. P. Lippincott History Prize." The award is to be made on the basis of a competitive essay. In any year when no award is made, the income is to be used for the purchase of library books in the field of the unawarded prize. Present book value, \$2,546.88.

FRANCIS STOKES FUND

Founded in 1919 by gift of \$5,000 in securities, book value, \$5,000, from Francis J. Stokes '94, in memory of his father, Francis Stokes, of the Class of 1852, and a manager of Haverford from 1885 until his death in 1916. The income is to be used for extending the planting of trees and shrubs on the College grounds. The wish is expressed, but not as a binding condition of the gift, that the Campus Club should have the direction of the expenditure of this income. Present book value, \$5,120.30.

GEORGE PEIRCE PRIZE FUND

Founded in 1919 by gift of \$600, and increased in 1920 by further gift of \$400 from Harold and Charlotte C. Peirce in memory of their deceased son, George Peirce '03. Present book value, \$3,071.60. The income only is to be used for a prize, to be called the George Peirce Prize in chemistry or mathematics, to the student who, in the opinion of the faculty, has shown marked proficiency in either or in both of these studies and who wishes to follow a profession which calls for such preparation. Unused income is capitalized, as requested by the founders of the fund. Present book value, \$5,814.02.

LYMAN BEECHER HALL PRIZE FUND

Founded in 1924 by donation of securities of par value \$2,000, book value, \$1,820, from the Class of 1898 in commemoration of their 25th anniversary of graduation to establish an annual prize of \$100 in chemistry in honor of Doctor Lyman Beecher Hall, professor of chemistry at Haverford College from 1880 to 1917. Present book value, \$2,155.

NEWTON PRIZE FUND

Founded in 1925 by donation of five shares of General Electric Co. stock by A. Edward Newton, par value, \$500, and book value, \$1,348.25. The income only is to be used for "The Newton Prize in English Literature to the undergraduate who shall submit the best essay on some subject connected with English literature." In 1930, the award was changed to be on the basis of Final Honors, and in any year when no award is made the income is to be used for the purchase of library books in the field of the unawarded prize. Present book value, \$1,397.75.

EDWARD B. CONKLIN ATHLETIC FUND

Founded in 1925 and added to in 1926, 1927 and 1929 by Frank H. Conklin '95, in memory of his brother, Edward B. Conklin '99. Present book value, \$2,400. The income is to be used without restriction in any branch of athletics.

EDWARD WOOLMAN ARBORETUM FUND

Founded in 1928 by setting aside \$5,000 from proceeds from sale of 5.811 acres of land on the southern boundary and southeast corner of the College farm, and added to by gift in 1951 (through 1949 Campaign) of \$4,775 and by bequest of \$5,000 from Edward Woolman, Class of 1893, who died March 11, 1960, the income

only is to be used for the preservation and maintenance and for increasing usefulness and natural beauty of the Arboretum, bird sanctuary and grounds of the College, until otherwise ordered by the managers. The present book value is \$14,362.75.

WILLIAM ELLIS SCULL PRIZE FUND

Founded in 1929 by William Ellis Scull '83, by a gift of \$2,000. The income is to be used annually, so long as the managers may judge expedient, as a prize to be awarded at Commencement by the faculty to that upper classman who in their judgment shall have shown the greatest improvement in voice and the articulation of the English language. The prize is to be known as "The William Ellis Scull Prize." Present book value, \$2,000.

PAUL D. I. MAIER FUND

Founded Tenth Month 7, 1936, by bequest of \$1,000 from Paul D. I. Maier '96, of Bryn Mawr, Pa. The bequest provides for the continuance of the Class of 1896 prizes of \$10 each in latin and mathematics, and any balance of income is to be used for general purposes. Present book value, \$1,000.

STRAWBRIDGE OBSERVATORY MAINTENANCE FUND

Founded Second Month 13, 1937, from donations of \$5,627.37 from members of the Strawbridge family, being the amount in excess of the actual cost of the rebuilding and reequipping of the William J. Strawbridge '94, Memorial Astronomical Observatory. The income is used for the maintenance and equipment of the observatory. The principal can be used for additional equipment, if so determined by the Board of Managers. In 1938 and 1939 an astrographic camera was so purchased at a cost of \$1,787.83. Present book value, \$3,839.54.

C. WHARTON STORK ART FUND

In First Month, 1930, C. Wharton Stork, of Class of 1902, donated to the corporation securities of a then value of \$69,000 on account of a contemplated gift for the purpose of erecting, equipping, and furnishing an Art Museum at the College. Purchases were made by C. Wharton Stork of paintings, which are hung in the Library. This fund is to be liquidated and is not included in the total of the funds.

JACOB AND EUGENIE BUCKY MEMORIAL FOUNDATION

Founded Sixth Month 4, 1942 by gift of \$2,000 from Colonial Trust Company of New York and Solomon L. Fridenberg of Philadelphia, co-trustees under the will of Eugenie Bucky, deceased (late of New York), the income only to be used. At the same time accumulated income of \$2,000 was also donated as Bucky Foundation Gift, this amount to be available for use for the same purposes as the income of the foundation. Extracts from Mrs. Bucky's will and codicils in reference to the purposes of the Bucky Foundation are here made as follows:

"The purpose or object of such a foundation or fund is and shall be for the encouragement of them who seek new truths, and who endeavor to free and clear from mystery and confusion our knowledge concerning God!; and thereby to enforce more effectively the common laws of mutual love and obligation, peace and goodwill, between and among our several creeds, races, nations, and markets.²

"My aim, intention, purpose and object is to help in promoting piety among men, enlightening their ignorance and bettering their condition, by making more and more extensive and by spreading among the public at large not only the preaching but also the practicing of the words of the . . . American motto 'In God We Trust,' and of the . . . Preamble to the Constitution for the United States of America. I believe and therefore I aim, intend and purpose that the uplifting of men, women and children to the standard of life taught in the Scriptures and the Constitution for the United States of America is indeed the work of charity, dispels ignorance, inculcates generous and patriotic sentiments, and fits the public groups and the individual men or women for their good usefulness in the American Commonwealth."

1. Associated with the American motto "In God We Trust."

2. Associated with the Preamble of the Constitution for the United States of America — "to form a more perfect union, establish justice, insure domestic tranquility, provide the common defense, promote the public welfare, and secure the blessings of liberty to ourselves and our posterity."

In 1945-1946 and 1954-1955 further gifts from the trustees were added to the fund. Unused income, if any, has also been capitalized. Present book value, \$7,602.24.

MATHEMATICS DEPARTMENT PRIZE FUND

Founded May 20, 1943 from gifts totaling \$900 of members of the mathematics faculty and others. A further gift of \$125 was made in 1943-44. The unused income is added to principal. This capitalized the annual prizes that had been given by the mathematics professors for many years.

The Mathematics Department Prizes for freshmen, \$25, are awarded annually, in competition, by examination. Present book value, \$2,102.02.

WILLIAM T. ELKINTON FUND

Founded Ninth Month 6, 1944, by bequest from William T. Elkinton, of Philadelphia, arising from a trust set up by him during his lifetime. The principal was \$2,491.50. After the death of a life beneficiary, the trust provided: "to pay over, assign and transfer one of said equal parts unto the Corporation of Haverford College (a corporation of the State of Pennsylvania); the principal fund thus passing to said corporation to constitute a part of such endowment as may be established at Haverford College as a fitting memorial of Friends' relief work abroad, which memorial 'should foster the peaceful relations of the United States with foreign countries by acquainting our youth with the principles of European governments and with international problems'; provided however, that if no such endowment should be established at Haverford College prior to the expiration of one year after the principal of the fund hereby conveyed becomes distributable

under the provisions of this deed, the said one-third part of the fund hereby conveyed shall be devoted by the Corporation of Haverford College for such other purpose as the trustees acting hereunder, their survivor or successor, shall designate, preferably for the furtherance of education in some form at Haverford College or for providing assistance in the form of scholarships to promote education."

In accordance with a suggestion from President Morley, concurred in by Thomas W. Elkinton representing the trustees, the managers voted on Ninth Month 22, 1944, that "the income until otherwise directed, is to be used for traveling and other expenses in the attendance at intercollegiate conferences for discussion of international problems by representatives of the International Relations Club at Haverford." The trustee further stated "as long as the activities of the club are closely related to 'acquainting our youth with the principles of European governments and with international problems,' the use of the income by the club would be satisfactory."

TILNEY MEMORIAL FUND

Founded in First Month, 1945, by gifts totaling \$2,000 by I. Sheldon Tilney, 1903, in memory of his parents, John S. and Georgiana E. Tilney. The income is to be used "to try to influence the student body towards a more religious viewpoint of life." Permission was also granted by the donor that "the income may be used also in connection with a scholarship for students in the field of philosophy or Biblical literature."

In 1945-1946 the fund was increased to \$5,000, by gifts of \$1,000 from Georgiana S. Kirkbride and \$2,000 from Robert W. Tilney, sister and brother of I. Sheldon Tilney. In 1948-49 a further gift of \$250 was received from I. Sheldon Tilney. In 1949-50 a further gift of \$1,000 and in 1952-53 \$500 was received from I. Sheldon Tilney. Present book value, \$7,000.

CLASS OF 1902 LATIN PRIZE FUND

Founded Second Month 2, 1945, by gift from Class of 1902 of \$142.90, being proceeds of sale of security formerly purchased and held by the class to perpetuate a Latin Prize of \$10 annually at Haverford. The class had donated the income for this prize since 1913. An unused balance of \$39 of such donations was transferred to the income account of this fund.

CLASS OF 1898 GIFT

Founded Sixth Month 12, 1948, by contributions totaling \$6,100 from members of the Class of 1898 as a 50th Anniversary Gift of their graduation. The conditions of the gift were "For a period of 25 years the income only produced by the fund is to be used to pay the expenses of lectures at the College by qualified persons on such subjects and at such times as the president of the College, with the advice of the faculty, may think best, including at the discretion of the president, conferences between the lecturers and the students. After August 31, 1973, the income and/or principal of the fund, may, at the discretion of the Board of Managers, be used for any purpose in connection with the College." Present book value is \$6,315.

EDMUND J. LEE MEMORIAL AWARD FUND

Founded Eighth Month 31, 1948, by donations totaling \$906.50 from members of the Class of 1943 on the occasion of their Fifth Reunion. The Class desired "to perpetuate the memory of Edmund Jennings Lee, 2nd, its sole member killed in the past war, and to stimulate in the College that spirit of service for which he was known. In 1948-1949 a further gift of \$100 was received from Miss Mildred W. Lee, sister of Edmund J. Lee.

"The proceeds from the invested fund shall be used to establish an annual award to be known as the Edmund J. Lee Memorial Award to be awarded annually beginning in 1949, to the recognized undergraduate organization which has contributed most toward the furtherance of academic pursuits, extracurricular activities, spiritual growth, or college spirit, in individuals or in the College as a whole during the year. The award is to be used by its recipient in continuing to render such service."

THE DAVID R. BOWEN PREMEDICAL FUND

Established in 1950 by the family and friends of the late Dr. David R. Bowen, who, regretting a definite lack in his own training, believed strongly that men preparing to be physicians should receive a basic liberal education of the kind offered at Haverford College. The income is to be used at the discretion of the president of Haverford College, to purchase books for the use of premedical students, pay for professional magazine subscriptions, for lecturers, or for any other projects closely related to premedical training. Further gifts have been made yearly to the fund. Present book value, \$1,352.55.

JONATHAN & RACHEL COPE EVANS FUND

"Founded in 1952, through gifts to the 1949 campaign by the children and grandchildren of Jonathan and Rachel Cope Evans. The principal is to be invested and the income used one-half for scholarships and one-half for the purposes of the Rufus M. Jones Fund for Advancement of Teaching. If, however, at the expiration of 25 years the Board of Managers deems it advisable to use the income, or if necessary the principal, of the fund for other purposes, it shall be free to do so." A further gift was made in 1952-53 of \$500. Present book value is \$15,043.62.

EDWARD HAWKINS MEMORIAL FUND

Established in 1953 by a gift to the College from the Class of 1937. The fund is given in memory of Edward Hawkins, a member of that class.

The income to be used for the purchase of equipment required for intramural athletics. If such becomes impracticable, the income is to be used as directed by the managers. Present book value is \$1,457.44.

WILLIAM W. BAKER PRIZE FUND

"Founded in 1954 by bequest of \$500 from Mertie Gay Baker, who died January 31st, 1951, the fund is to be invested and the income given as a prize in the study of Greek. If the study of Greek at the said College should be discontinued,

I direct that the income be given as a prize for the study of Latin and should the study of Latin be discontinued, I direct that the income be used as a prize in the study of ancient history or Biblical literature."

JOHN G. WALLACE AWARD FUND

This fund established in 1958 by a gift from John G. Wallace and added to annually, is to be used toward the purchase and maintenance of a best actor award cup for Class Night, "and the awarding each year of a silver plated replica of the trophy to the recipient of the award." Present book value, \$300.

CHRISTIAN RELIGION AND THOUGHT FUND

Founded in 1958 by a special grant from an anonymous source, this amount is to be used to establish a fund for purposes connected with the problems of Christian religion and thought.

Until otherwise directed by the Board, the income may be used as directed by the chairman of the Department of Religion, and the administration of the College; the principal may be expended from time to time upon their recommendation and at the discretion of the Board of Managers for the above purposes. The present book value of the fund is \$4,000.

THE KURZMAN PRIZE FUND

This fund was established in 1958 by Harold P. Kurzman of New York, to provide a prize for the senior who has generally performed best and most creatively in political science course work. This prize, initially established in the amount of \$125, was given in appreciation of the benefit to Harold P. Kurzman, Jr. '58, from his work in the political science department. In any year when it is the judgment of the department that no work has been performed of sufficient merit to warrant this award, the funds shall be used to purchase books in this field for the Library or shall be expended in other ways for the benefit of the department. Surplus income also may be used in this manner. Present book value, \$2,784.38.

THE SCHOLARS IN THE HUMANITIES FUND

This fund was established by an anonymous gift in April 1962, to enable the College to bring to Haverford distinguished scholars in the humanities. Within this broad field, the administration of the fund is left to the president and the Board of Managers. The present book value of the fund is \$36,900.

FUND FOR THE DEVELOPMENT OF THE NATURAL BEAUTY OF THE HAVERFORD CAMPUS

This fund was established in 1963 by a gift from John A. Silver, Class of '25, with the hope that it might be added to by others also interested in the beauty of the Haverford campus.

The principal of this fund shall be retained by the College in perpetual trust with the income therefrom to be used to preserve and maintain the beauty of the campus and grounds of the College:

Through the planting of selected trees and shrubs (preferably with the guidance of a qualified landscape architect) and the proper maintenance of the College's present heritage, particularly specimen trees.

By retaining or improving the natural beauty of the College's wooded areas and pond and the use of naturalized bulbs and plants.

Through the well-planned landscaping of the grounds, buildings and gardens.

Should the College establish an arboretum up to one-half of the income may be used in connection with its maintenance and expenses including particularly the acquisition and care of specimens.

It is hoped that the income will not be used for the usual or normal care and maintenance of lawns, paths or grounds unless in the opinion of the Board of Managers it is more than sufficient to carry out the primary purposes of the gift as above outlined.

The fund is subject to a life income plan and has a present book value of \$9,645.63.

THE CLASS OF 1964 FACULTY SALARY FUND

The Class of 1964 for increasing faculty salaries was started with the one-hundred percent participation of all the members of the Class upon graduation. After the fund has reached the value of \$10,000, some or all of the annual earnings are to be paid as a bonus to members of the Haverford College faculty in a manner prescribed by the administration of the College. This fund is to provide a supplement to regular faculty salaries and is not to be considered as a fund from which these salaries are to be drawn. The Class of 1964 hopes that various foundations, alumni, and friends of the College will grant the importance of the faculty in a good liberal arts school and generously contribute to the growth of this fund. Present book value, \$2,313.00.

HENRY S. DRINKER MUSIC FUND

Established in 1964 from gifts of his friends at the time of the opening of Henry S. Drinker Music Center. The income from this fund is to be used for special programs and items related to the music department not ordinarily included in the budget. Present book value, \$4,000.

FUNDS WITHDRAWN

The following funds left to the College with no restrictions, have been wholly consumed to meet in part the corporation's share of the Building Program of 1953-1956:

Ellen Waln Fund
Henry Norris Fund
Clarence W. Bankard Fund
Mary Brown Fund
Emma Ridgway Comly Fund
Mary K. Comly Fund
Charles J. Rhoads Fund

STATED MEETINGS OF THE CORPORATION AND THE MANAGERS

The Annual Meeting of "The Corporation of Haverford College" is held in Tenth Month at such time and place as the Board of Managers may determine.

The Stated Meetings of the Managers will be held on the third Sixth-day of First, Third, Fifth, Ninth and Eleventh months.

LEGACIES

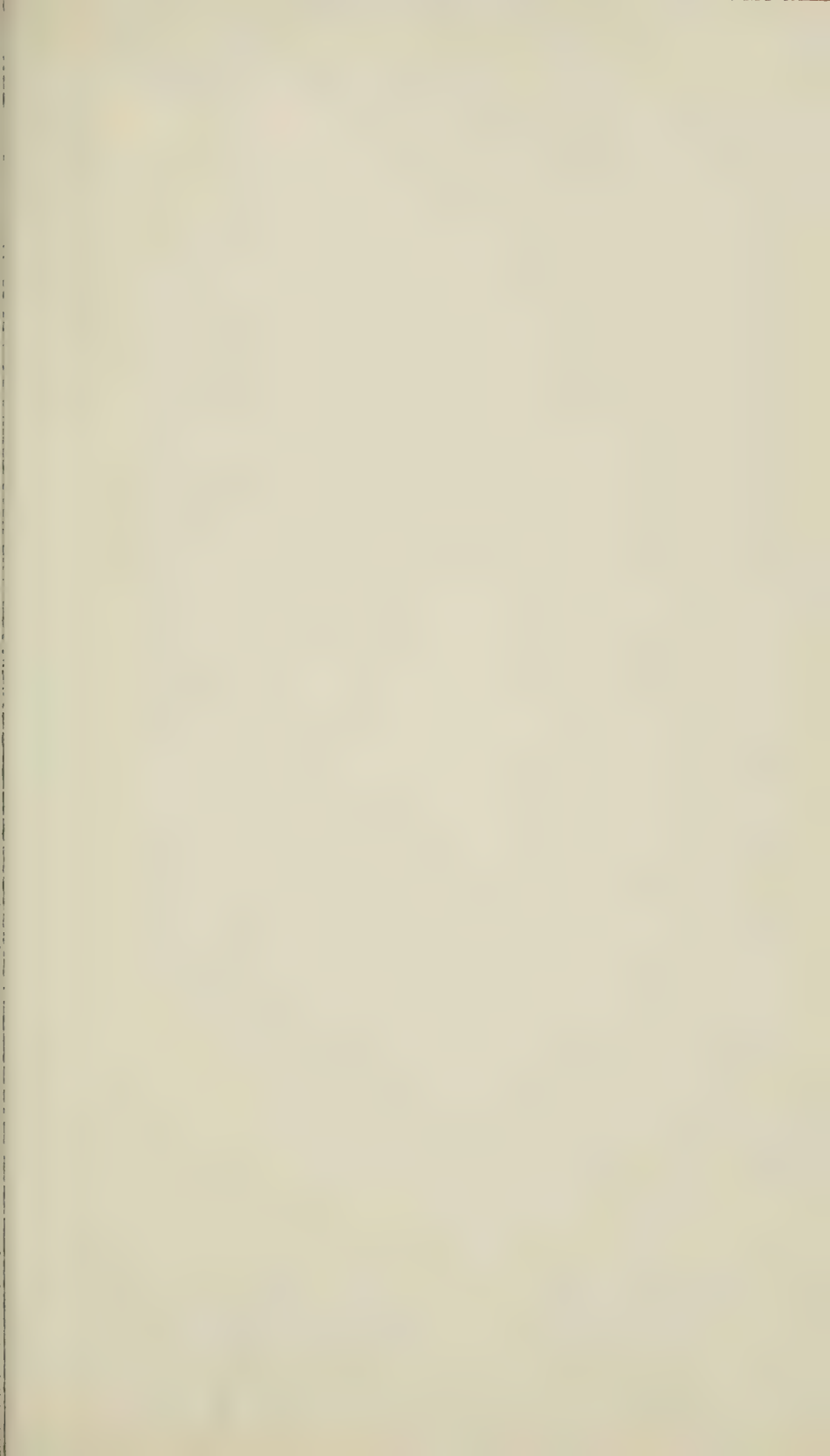
The friends of the College, including former students, and all who are interested in the promotion of sound learning, are invited to consider the College in the disposition of their estates by will.

FORM OF BEQUEST OF PERSONAL PROPERTY

I give and bequeath, free and clear of all estate, inheritance or other similar taxes, unto The Corporation of Haverford College, the sum ofDollars.

FORM OF DEVISE OF REAL ESTATE

I give and devise, free and clear of all estate, inheritance or other similar taxes, unto The Corporation of Haverford College, its Successors and Assigns, in fee, the following described real estates:
(Here describe the real estate.)





REPORT OF THE LIBRARIAN

1963-1964

HAVERFORD COLLEGE BULLETIN



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REPORT OF THE LIBRARIAN

1963 - 1964

HAVERFORD COLLEGE

HAVERFORD, PA.



REPORT OF THE LIBRARIAN

1963-1964

These annual reports deal with the year ending June 30, are presented to the Corporation in October, and are published and sent to graduates the following January. To limit them strictly to the year they are supposed to cover is not always easy. So many important discussions about Library plans have occurred since last June that I would like to take the present report beyond that date; but this temptation must be resisted. Readers will hear about the development of those plans through other channels. In the present report, Library history ends June 30, 1964.

Since the past is prologue, however, let me say at once that in the year 1963-64 certain definite, essential steps were taken toward adding a new and vitally important chapter to Haverford Library history. These were steps toward realizing our hopes of renovating and enlarging the Library building. We have a long way to go, but we have made a start and we think we know which direction to take. I believe everyone associated with these efforts feels that the Haverford Library's needs, and its central role in the College's future, are being faced. I am confident that when our needs are more widely understood we may hope for enough support to answer them.

This year is the centennial of the Haverford Library building. The original part, the North Wing, was finished in August 1864, and in November of that year the arrangement of the books was completed. (Then, as now, there was a difficulty about getting everything ready by the time College opened.) The North Wing, now renovated as a memorial to William P. Philips, is today but one small part, though a favorite one, of the Haverford Library. In this fact lies the symbolic significance of the anniversary. For an academic library must grow; the collections cannot remain static, any more than the college could have been restricted forever to Founders Hall. Knowledge increases abundantly; criticism and interpretation multiply; records of every conceivable kind proliferate; collections of books, periodicals, and other kinds of publications grow by predictable and at times alarming rates. Obviously, therefore, the building where these materials are stored must be enlarged from time to time or replaced. Materials we are certain will never be used again can be destroyed or given away or placed in "dead" storage. But it is a dangerous illusion to imagine that large quantities of books or periodicals can thus be disposed of every

year or so; and even "dead" storage is storage in some buildings or other. Collections must grow; and as they grow, more staff and work space must be provided. It is likewise an illusion to assume that computers or other automatic machines will soon supplant library staffs or that microreproductions will replace most books. Dr. Keyes Metcalf, the country's leading library consultant, warns in a recent article that "demands made on libraries for space will be greater in the years ahead than they are at present, in spite of microreproduction and other mechanical developments. Microreproductions should not be counted upon to replace the book in the form we know it during the next generation or to eliminate the need for additional storage areas."* He points out that "academic libraries have on the average doubled in size every 15 or 16 years during the last century." If that is true, Haverford's growth is below average, but the figures are sobering enough: 126,000 volumes in 1934; 237,000 in 1964.

The matter is as simple as that—and also as complex and expensive as all that implies. Every college and university which really counts as an institution of learning and teaching has exactly the same situation. It is indigenous, undeniable, inescapable.

At Haverford we do not spend our time discussing "the role of the library in a liberal arts college." We think we already know what the role of the library is. Our problem, rather, is the condition of this library and its prospects for the rest of the century. Its condition is in some respects distinctly good: a statement which received welcome confirmation last year from extramural critics. In other respects it is not so good, for reasons I have tried to emphasize in the last few years. Storage space is almost filled. There is scarcely enough space for readers even now; as enrollment begins to rise, there will not be enough room for student readers, and no room at all for other readers. There is not enough space for efficient staff operations.

I am not going to rehearse here all the substantiating evidence for these assertions, since that has already been presented in other recent reports to alumni, faculty, and the Board of Managers. I will repeat, however, my conviction that Haverfordians must bear in mind three things. First, that although this is (and will remain, even after expansion) a small college, its library is *not* a very small one. Secondly, that besides our collections for undergraduate studies we are committed to maintaining an expensive but extremely important research collection, the Quaker Collection. This is well worth every dollar it costs—but it does cost. Third, that although co-operation with other libraries enables

* *College and University Business*, March, 1964, p. 57.

us to save money in buying certain kinds of books and periodicals, these savings affect only a minor portion of the Library budget.

Our formidable task now is to provide a library that will help Haverford to sustain and even strengthen the reputation it enjoys as a superior college. You do not and cannot have a first-class college without a first-class library. Our Library has served the College well, but it is now at the end of an era. To serve as well in its second century, it needs drastic treatment or should be replaced.

This judgment, endorsed by two leading American library consultants, by architects, and by visiting educators as well as our own faculty, led to the appointment, last December, of a special committee of the Board of Managers. Thanks to a generous gift expressly for the purpose, the committee was able to commission Harbeson, Hough, Livingston, and Larson of Philadelphia, a firm with much experience in planning academic buildings, including libraries, to investigate the possibilities of renovating and enlarging the present building. A program setting forth the probable needs of the Library in the next thirty or forty years was prepared by the librarian and staff. In May 1964, Harbeson, Hough, Livingston, and Larson submitted plans to the special committee. After consideration by this committee, these plans were recommended to the Board and approved.

The general scheme proposed is already familiar to many or most readers of this report. For the benefit of others, it can be summarized as follows, with the reservation that final decisions on some parts of the plan are not yet made.

The architects had to find answers to some fundamental questions:

1. Could everything wanted be provided by sufficiently extensive additions and renovations of the existing building, or would a completely new building be needed? Obviously the latter would be much more costly; besides, no other location would match the present one.

2. If additions to the present building were made, could these double the storage capacity? It would be foolish to enlarge a library for a decade only. The rate of growth in volumes is such that we should have storage space to last for at least thirty years; that is, provide for 460,000 volumes.

3. If, as we expect, Haverford will have 700 students by 1973 compared with 475 in 1963, could the seating capacity of the Library be enlarged sufficiently? A good college library should be able to seat at least 50 per cent of its students. No one knows what Haverford's enrollment will be in 1980 or 1990, but certainly the only safe assumption is that it will not be smaller than that of 1970. Hence the Library must

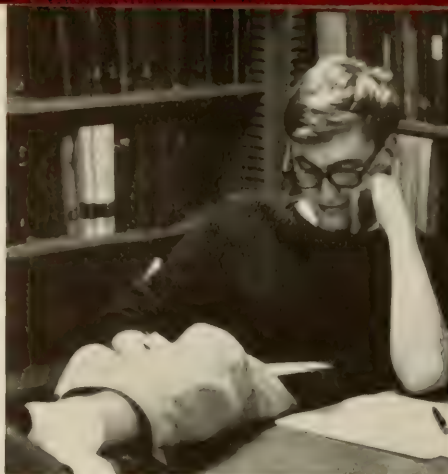
be capacious enough, with respect to readers as well as books, for the next three decades. We need not count on more than 700 students until after 1970, perhaps, but it would be prudent to be ready and not be forced to enlarge the building again in 1975 or 1980.

To these and many other questions the architects have found answers that seem to the Special Committee on the Library, the Library staff, and the faculty to offer exciting prospects for a more functional, more comfortable, more attractive Haverford Library, with twice the present storage capacity and more than twice the seating capacity and staff space with air-conditioning in the old as well as new parts of the building, and many other improvements.

These plans offer solutions which are as practicable as they are timely. In the first place, they utilize the present building, which has the most central and convenient location on the campus. Second, however extensive the alterations and additions planned, they will cost far less than would a completely new building. Third, they allow for a maximum of flexibility in arrangement of departments and areas in the building. The present floor area of 33,335 square feet would be more than doubled, to 72,400 square feet. Seating capacity would be increased from 175 to 500, storage space to 485,400 volumes.

A new main entrance will be constructed at the southeast corner of the building, by the South Wing. Thus the main reading room will be freed from the continual traffic and noise caused by having the present entrance contiguous to reading areas and to the circulation desk. The new entrance will bring one to a gallery or hall leading to circulation and reserve departments. At that point one who wishes to read can go directly to the large reading and reference areas (North Wing, South Wing, and present main reading room). The South Wing will be renovated to hold more books and readers. A reader who wants to consult the public catalog or go to the stacks will not have to enter the reading areas at all but can proceed past the circulation desk to the catalog and stack entrance; the bibliography and periodicals rooms will be nearby. Easy access to these areas from the reference and reading room is also provided. Opposite the public catalog will be a browsing area. A large exhibition gallery (where the public catalog room is now) will be available for book exhibits, paintings, Haverfordiana, and other displays.

The largest part of the project is a four-tier addition, with basement, on the garden side of the building. This will give us the storage and staff room we shall need in the years ahead. The first tier will be occupied by a shipping and receiving room, lavatories and lounges,



mending and binding area, the collection of government documents, carrells, and mechanical space. On the second tier (main floor) will be the acquisitions, cataloging, and other technical processing departments, public catalog, bibliography room, periodicals room seating thirty-five readers, and offices for the librarian and assistant librarians. Stacks and carrells will fill the third and fourth floors. In the basement will be, besides stacks and carrells, the Gummere-Morley Room (moved from its present location at the southwest corner of the building) and a seminar room.

Another part of the project will put into effect a long-hoped-for scheme of enlarging the handsome Treasure Room, where the Quaker and other rare books are kept, allowing more room for staff and scholars, and giving us a safe place for protection and preservation of our most valuable holdings.

A two-tier extension of the Treasure Room is planned. The lower tier will consist of a fireproof, air-controlled room large enough to hold all manuscripts and rare books, and in addition, space for at least two desks for staff or research workers. The main tier will have tables for eight research scholars, office space for staff, and shelves for 4,000 volumes. One of the two offices now adjacent to the Treasure Room will be converted to a kitchenette. This feature, and a separate entrance on the north side of the Treasure Room, are included with the meetings of the Library Associates especially in mind. Adjoining the Treasure Room will be a micromaterials room.

More detailed information about proposed construction, together with technical specifications furnished by the architects, is available upon request.

JUDGING THE LIBRARY

Earlier in this report I alluded to appraisements of the Library by persons not connected with the College. If these persons are qualified judges, their conclusions and suggestions will be useful to us and therefore welcome. Once every decade, colleges belonging to the Middle States Association of Colleges and Secondary Schools receive a visit from a Commission on Institutions of Higher Learning. The commission that inspected Haverford last spring made careful inquiries into the Library. Their report has this to say: "The Library has an excellent general collection, both in quantity and quality, for undergraduate liberal arts instruction in a college of Haverford's size and character. Its special collections are valuable adjuncts of the Library, although

they are of limited significance for undergraduate work." But the report goes on to say, and rightly, that "the greatest need of the Library is for more and better-organized space. There is practically no more space available for a growing collection in the present arrangement of the building; space for readers is now inadequate." The report approves emphatically of our plans for enlarging the building and refers to the architects' schematic drawings as "ingenious and workable." Some other needs of the Library to which the visitors called attention will be mentioned later in this report.

According to a study made last year of "Library Characteristics of Colleges Ranking High in Academic Excellence," Haverford stands in the highest group of American colleges with regard to relations between "library characteristics" and the other academic virtues.^o The author had not visited our building, but quite evidently had done his homework from library statistics, recent books on education, and college catalogs, and from these legitimate but far from infallible sources of truth reached certain conclusions which purport to correlate library characteristics and academic excellence. Some criteria used are objective (e.g., the number of volumes in the Library for each undergraduate; average score of entering freshmen in scholastic aptitude tests); many others are more or less subjective or at any rate hardly admitting of definition (e.g., "faculty influence on students"; "intellectual climate"). The conclusions reached are scarcely sensational: there is a significant correlation between (a) the size, financial resources, and services of the library and (b) the academic excellence of the college. Application of the criteria adopted for the investigation produced a list of 119 American colleges that rate as superior when judged by the correlation between libraries and academic excellence. Colleges in the highest group include Amherst, Antioch, Carleton, Chicago, Grinnell, Harvard, Haverford, Oberlin, Reed, St. John's, Sarah Lawrence, and Wesleyan. To be in this list is agreeable, certainly, but any estimate that ignores local problems of storage, reader, and staff space omits a very important part of the story.

The judgment or rating of college libraries is not easy but has become popular. Americans are test-crazy anyway, so it is not sur-

^o *College and Research Libraries*, Vol. 24, September 1963, pp. 369-76. Those who like to browse in the pages of this journal will not want to miss a short but solemn study in the same issue (pp. 365-68) on "The Personality of the Academic Librarian." Such people, we are assured, tend to be highly intelligent, "by no means timid souls," but "may lack initiative." Profundities of this sort were learned through the use of the "Ghiselli Self-Description Inventory," a device requiring each "subject" to choose the adjectives he feels best and least describe him. The present Haverford librarian was not among the subjects tested, so the worst Ghiselli might have discovered remains, no doubt fortunately, undivulged. Who remembers when librarians spent their spare time reading and writing books instead of worrying about the personalities of other librarians?

prising that all departments of colleges are scrutinized constantly by official, semi-official, and unofficial bodies; and every journalist has a cherished set of clichés about particular institutions. We should do well to keep in mind that colleges and universities themselves are obstinately provincial; secondly, that although comparisons may be odious, unfair, over-simplified, or fallacious, they are inescapable in a society where, as Jacques Barzun remarks, "One sheepskin to one sheep is no longer enough"; third, that an *academic* library ought to be judged as just that and not as some other kind. Students are always surprised to learn that Shakespeare's name did not appear in the catalog of the Bodleian Library at Oxford until 1635, although his collected works had appeared in 1623. Sir Thomas Bodley made clear that he did not want such ephemeral publications as stage plays to take valuable space in the library. Shakespeare was not of an age but for all time, as the year 1964 amply demonstrated, yet the absence of his works from the Bodleian did not signify simple official obtuseness but a desire to stick to an academic library's academic business—which, at seventeenth-century Oxford, did not include the study of English drama. When librarians try to decide, with limited budget always in mind, what books to buy for an academic library, they are bound to make some decisions which will seem later to have been grotesque mistakes. No library, not even the largest, would think of trying to acquire all the books published annually. Only a few of the largest national libraries try to acquire all the books published annually in one language. An undergraduate college should try to have a copy of every important book in every subject taught at that college. This standard will be difficult enough for a library like Haverford's to meet. It accounts for some anomalies: we do not teach geology, Old Persian, or even Italian; therefore we buy only a few fundamental works, books of reference, on these subjects. To a single-minded geologist, our library must be a complete scandal. On the other hand, since we teach English literature, and since Shakespeare is now universally accounted the greatest of writers in English, we try to keep up with what harried scholars sometimes describe as "the Shakespeare industry."

Of course we are embarrassed when it is pointed out to us how slow we are to add this or that recent popular novel or tract. If the publication promises to be more than ephemeral, and relevant to Haverford studies, we add it; if not, we may advise inquirers to seek it at a public library. Our friends need not fear that we spend our funds in riotous living or for any publications except those that are useful to this College's official business.



LIBRARY FUNDS

In last year's report I called attention to the condition of the Library's book funds. We are fortunate in having a fund (Philips) that pays for most of the learned periodicals; though no longer for new ones, which must be paid for by departmental book funds. I called attention, and this is worth repeating, that we do not have enough funds for departmental book needs. Some support for this statement was printed in the report for 1962-63. The recent critique by the commission of the Middle States Association says plainly that "The need for increased funds becomes obvious" and that more money must be provided, "if only to maintain the present quality of the library."

In my files is a table showing sums allotted to academic departments in 1963-64 at Amherst, Carleton, Goucher, Haverford, Swarthmore, Wesleyan, and Williams Colleges. Like all comparative statistics, these must be used with caution, since endowments, budgets, curricula, and local conditions differ at each college. Assuming the general accuracy of the figures reported, however, Haverford appears decidedly closer to the bottom of the list than to the top. May I repeat that the *size* of the college should not be regarded as the sole determinative factor in these matters? Haverford is by far the smallest college on the list just mentioned, but that does not mean it should spend the smallest sum on books. What does matter is the college's standards of education. To be a first-class college, whatever its size, a college must have a first-class library.

We are, then, better off than most libraries for periodicals funds, but we do not have enough money for departmental book allocations. As for the research collection, the Quaker Collection, we can say at last, and with much satisfaction, that its poverty has been relieved by a generous gift. The Quaker Collection has to buy, or ought to buy, not only books and pamphlets but relevant manuscripts and other documents when these become available. They must be classified, cataloged and made available to scholars. Last year, for example, more than 11,000 additional documents (the Lake Mohonk Conference papers; see last year's report, p. 19) were acquired. These were gifts; usually we have to pay for what we get, and if the materials we want are offered by dealers we must act quickly.

Until a year ago we had little money for all this. In October 1964, the Grundy Foundation of Philadelphia made a grant of \$75,000 "to enable the Library of Haverford College to increase its collection of books and manuscripts relating to the history of Pennsylvania, particu-

larly the southeastern Delaware Valley, which would include Burlington County, New Jersey, and contiguous areas, with special emphasis on the history of the Society of Friends and the contributions by members of the Society of Friends to the development and cultural life of this region of America." This gift commemorates Senator Joseph R. Grundy (1863-1961) of Bristol, Pennsylvania, a Friend and a lifelong student of the early history of this region. We are most grateful to the Grundy Foundation for this grant, which will enable us henceforth to add many important books and documents to the Quaker and other historical collections. A plaque at the entrance of the Treasure Room records the gift. All books bought with Grundy funds contain a special bookplate, with a reproduction of the map in Gabriel Thomas' *Historical and Geographical Account of . . . Pennsylvania . . . and of West New-Jersey*, London, 1698.

The Grundy grant is restricted. Similar but unrestricted ones for the general collections would assure us of more realistic departmental budgets in the years ahead.

THE COLLECTIONS

The total number of volumes on June 30, 1964, was 237,439. The net number added during the year was 5,975. (Heretofore statistics printed at the end of these annual reports did not make sufficiently clear, perhaps, that the number of volumes added was the number we were able to "accession" during the year. This number is always smaller than the total received, whether by gift or purchase. Most government documents, for example, are not accessioned, although they are put on the shelves. If a large gift of books is received, these books, unless they are of unusual importance, may have to wait many months before they can be cataloged. As a rule the staff cannot cope with them during the academic year.)

The number of books borrowed increased from 28,900 in the preceding year to 34,165 in 1963-64. Note that almost a third of these were borrowed by "outside" borrowers, i.e. persons who were not students or teachers at Haverford. Such non-members of the College borrowed 6,133 volumes in 1962-63, 9,066 in 1963-64. These figures suggest, I think, that we are as hospitable to neighbors and others as our facilities and our own requirements permit.

As usual, we loaned more books (962) than we borrowed (539). The total number of volumes borrowed from the Reserve Book Room was 21,479 as against 25,518 in the previous year and 27,153 two years

ago. This unmistakable decline, and the fact that the total number of Interlibrary Loan transactions, 1,501, was less than that (1,866) last year, seems puzzling but is not disturbing. I doubt if it is to be accounted for, as several colleagues suggested, solely by this or that professor's retirement. Probably it is due instead to the large number of inexpensive paperbound reprints now available—that "paperback revolution" so profitable to teachers and learned alike—and to the advent of photocopying. The new photocopying processes (and there are more to come) also make it much easier for libraries to obtain copies of rare or out-of-print materials.

In the past year we made no important purchases for the Philips Collection but we received as gifts some books (listed on a later page) that we are glad to add to our rarities.

The year 1963-64 was the first in which the library in Stokes Hall, for physics, chemistry, and mathematics, was used. Some of the furnishings in the room were not satisfactory at first, but on the whole the Stokes Library is a comfortable, accessible, and successful place. It can seat seventy readers, is open until eleven every evening, and is popular with science students and faculty. Without doubt it was a good investment. The same thing can be said of our other departmental libraries. Only one, the music library in Drinker Hall, has student attendants; the others (engineering in Hilles, astronomy in the Observatory, biology and psychology in Sharpless) have no staff, but the librarian of Stokes inspects them daily to see that books and cards are in order. So far this system has been satisfactory.

Last year, while Sharpless was being renovated, the biology and psychology libraries were housed in Lyman Beecher Hall chemistry building. The remodeled Sharpless has a two-room library for biology on the main floor and a smaller library for psychology on the third floor. These are larger than the former departmental libraries in Sharpless, but they will be filled up only too soon. When that happens we can expect to put older books and journals into "dead storage."

Faculties and librarians in different institutions disagree about the wisdom of having departmental libraries in various parts of a college. At Haverford such libraries have been, to date, a convenience that people seem to like. With new rooms provided for five of our seven departmental libraries within the past three years, we are better off in this respect than ever before.

One part of our Library collections, as of our curriculum, that has received much more attention in recent years, is that concerned with non-Western subjects. The Ford Foundation grant made three years

ago to Swarthmore, Bryn Mawr, and Haverford for Asian studies enabled us to buy many fundamental works, both reference books and specialized studies, especially on India, China, and Japan. Since our share of the Asian Studies grant still has a balance of several thousand dollars, we can continue buying for some time longer; but if non-Western (Asian and African) studies are to get more attention in our curriculum hereafter, we shall need funds to replace the present, restricted Ford grant when that is depleted. We spend about ten or eleven per cent of all funds on non-Western subjects. Here is another instance of the need for more funds for departmental use.

Thanks to U. S. Public Law 480, the Library now receives gratis some 20 English-language magazines and newspapers from India, Pakistan, and the United Arab Republic. For this service, libraries are indebted principally to the Library of Congress.

Not the least of our activities in a very busy year was an attempt to get better service from the agency which had for some years handled our American subscription list. Our difficulties were such that at the end of the year we engaged the services of a new agency; we hope service will now be more satisfactory.

OTHER LIBRARY ACTIVITIES

By terms of the bequest, a portion of the Mary Farnum Brown Library Fund is to be used for "an annual course of lectures upon Biblical subjects, designated 'The Haverford Library Lectures.'" After being omitted for some years, this series was revived in 1963, when Professor Henry J. Cadbury gave two lectures, afterwards published at Pendle Hill, on "The Eclipse of the Historical Jesus." On February 26 and 27, 1964, the lecturer was Dr. Jaroslav Pelikan, Titus Street Professor of Ecclesiastical History at Yale University whose subject was "The Medieval Synthesis: Christian Assimilation or Jewish Capitulation." His lectures fully maintained the high standard set by Professor Cadbury. Another series is planned for next year.

The Library Associates had a successful year. Speakers and topics at the four meetings arranged by Professor Dean Lockwood were: Professor and Mrs. Ira Reid, "Nigerian Saga: Perspectives on a Culture"; Dr. Francis R. Walton '32, "The Gennadion in Athens and Some of Its Treasures"; Elizabeth Gray Vining, "The Writing of *Take Heed of Loving Me*," her biography of John Donne; Professor Louis C. Green, "A Report on the Universe."

Action was taken last spring to clarify and perpetuate the form of

this most useful organization. A constitution was adopted and provision made for an executive council and an advisory board in addition to the offices of president, vice-president, and secretary-treasurer. Officers and other members of the executive council for 1964-65 are: President, Allen M. Terrell '32(MA); Vice-President, Robert A. Locke '14; Secretary-Treasurer, Dean P. Lockwood; Hugh Borton '26, Alfred R. Crawford '31, James P. Magill '07, Thomas E. Morris '20, Charles N. Welsh, Jr. '51, Craig R. Thompson, and Edwin B. Bronner '47(MA).

Whatever is done to strengthen the Associates will help to increase interest in the Library. All friends of the Haverford Library are invited to join; different classes of membership, costing from \$5 to \$100, are available. Members are welcome to use the Library resources. They are particularly welcome to attend the informal lectures (followed by tea) arranged for them twice each semester. Since the membership dues go principally to the purchase of new books for the Library, particularly for works of current and general interest, these are important means of helping to build up the Library's collections. We hope, moreover, that Associates who may learn of opportunities for the Library to receive special gifts of funds or books will communicate with one of the officers or with the librarian.

The familiar problem of lost or missing books* received special attention last year. Short of posting a guard at the entrance of the Library to examine every book taken from the building—a method I hope we will not have to use at Haverford—there is no way to prevent some books from being lost, stolen, damaged, or borrowed irregularly without being returned. We can and do take all normal and sensible precautions, but we must hope for better results from our appeals to Haverford students' sense of responsibility. Other persons besides undergraduates use our books, to be sure, but the unpleasant fact is that we have had most difficulties with members of the College. It seems hard to persuade some students that Library books are valuable property and that the rules governing their use are meant to be obeyed. That the campus codes of honor or conduct are evidently not regarded by all students as applying to Library books does not, in my opinion, make irresponsibility less culpable.

I am glad to say, however, that in the past semester the situation improved somewhat as a result of informal but effectual assistance from the president of the Students' Council. The librarian has authority

*How familiar is illustrated by an inscription in our copy of an English translation of Erasmus' *Paraphrases of the New Testament*, London, 1548-49. The back leaf of this volume has on it the owner's name, John Cottrell; then, "he that steals it shall be hanged on a hook." Not a bad idea.

to impose and enforce penalties upon students who disobey Library rules or abuse the privileges extended to them by other libraries, but I prefer to try persuasion first. Hence the offer of co-operation by the president of the Council, Ron Shapiro '64, was a welcome expression of responsibility in quarters where it had not previously been conspicuous; and we hope this trend will continue.

Two matters of housekeeping may be included here. After a long delay—23 years, to be exact—the book lift in the stacks has finally been electrified. Secondly, Library operations required us to take over Room 2, in the basement. This room had long been used as a seminar room but is no longer needed for that purpose. Also it was used by students as a room in which they could type. We have now turned a former faculty study, Room 44, into a typing room.

STAFF

Again I wish to express thanks to the Library staff for their co-operation in the past year; likewise to Charles N. Welsh, Jr. '51 for his valued assistance in reference and bibliographical work.

In the past year certain personnel policies affecting professional librarians were extensively reviewed and discussed. Today it is necessary to be explicit about many things that used to be taken for granted. Furthermore, the competition for good librarians is such that we can no longer afford to do some things in the informal fashion to which we were accustomed.

Like every academic library, we must assume, and prepare for, a larger staff as the collections, curriculum, and College grow. Including the Librarian and the Curator of the Quaker Collection, who also teach, our present staff numbers 24. Of these, 11 are rated as professional. Of the 13 non-professional members, six are full-time employees, seven part-time workers. Of the 24, twenty are college graduates; eight of these have graduate degrees in library science; three have doctor's degrees. Five of the 24 are assigned to the Quaker Collection (where, by the way, the work of cataloging has more than doubled in the last three years).

Now I wish to assert as plainly as possible that this is *not* an exceptionally large staff. It is barely large enough. You do not check, order, classify, catalog, mark, plate, and shelve between 6,000 and 7,000 volumes a year; mend and bind many hundreds of books, pamphlets, and journals; provide students, faculty, and other readers with a large variety of library services, in a building open from 8 a.m. until midnight; keep manifold records, study catalogs, deal with heaps of cor-



respondence—you do not do all these things, in addition to maintaining an existing collection of 237,000 volumes housed in six different buildings, with a staff of twenty-four persons, some of whom work only part-time, and do it as well as you would like. For instance, taking inventory of the collections should be done each summer. It cannot be done; too much of the summer is spent in catching up with work unfinished at the end of the term. Another instance: special grants (Asian Studies, Presser, Grundy, and others) and gift books are a boon to the Library but mean additional work for the staff.

The administration of a leading university in a neighboring state has agreed, through necessity, that every dollar of increased book funds received by the library shall be matched by a dollar set aside by the university for immediate or future expansion of staff and staff space.



As Dr. Metcalf remarks, in the article quoted earlier in this report, "the space that gives out first in most libraries is that for the staff. Librarians have been slow to recognize that the library staff must grow with the collections and the number of persons served."

On the Haverford Library staff, the recent report of the Middle States commission had this to say:

"A devoted and experienced staff of adequate size—but no more than that—operates the Library effectively for the benefit of students and faculty. The professional members of this staff deserve more recognition than they now enjoy both in salaries and status. In many colleges and universities it is now common practice to accord professional librarians faculty status with stated provision for sabbatical and other leaves, and travelling expenses to professional meetings. The justifica-

tion for this is that many professional librarians in college and university libraries nowadays have pursued graduate work beyond their library school degrees in academic subjects, some indeed to the Ph.D. The specific terms for recognizing professional status vary among institutions, and Haverford would presumably formulate its own practice. It seems clear, however, that adequate recognition of the professional position of Haverford's librarians and greater opportunity for their continued professional growth will need to be provided if the present fine morale and high level of service is to be maintained."

Those comments reflect a situation with which most readers of this report may be unfamiliar unless they have close connections with libraries: that is, the strong and rapid growth of professionalism in librarianship in recent years, and the problems of personnel policies that always accompany professionalism. At many institutions professional members of the library staff have faculty status or rank, or both, and enjoy corresponding perquisites. Haverford must find its own answers to questions of this kind, and the answers are not necessarily simple ones; but Haverford must at any rate make certain that in competing with other institutions for good librarians we are not placed at a disadvantage.

Consideration of these and related topics last year led to changes in some existing policies; other changes are still under study. These cannot be set forth in detail here, but I hope enough has been said to give assurance that policies have been candidly reviewed and that the College will do what it can to improve conditions.

In this report I have been at pains to state frankly some conclusions about the Haverford Library, but space does not permit as much exposition as I should like. Haverfordians and other friends of the College are always welcome to visit the Library, and I shall be glad to discuss Library matters with them if they wish.

GIFTS

We are again indebted to the John Anson Kittredge Educational Fund for a contribution of \$250 for purchase of books on government, foreign relations, and music. This gift commemorates John Anson Kittredge '54.

Dr. Edward P. Rich '53 gave us some interesting volumes for our collection of rare books. These include: Ireland and Waldron, *The Virgin Queen, a Drama*, 1797; Thomas Otway, *Venice Preserved*, 1682; William Robertson, *History of the Reign of Charles V*, 1777; Gottfried

August Bürger, *Leonora*, with an English translation, 1796; Edward Hyde, Earl of Clarendon, *A Brief View and Survey of the Dangerous and Pernicious Errors . . . in Mr. Hobbes's . . . Leviathan*, 1676; Sir Henry Shears, *The History of Polybius* (with introduction by John Dryden), 1698; Edward Gibbon, *Miscellaneous Works*, 1796; Thomas Hobbes, *Leviathan*, 1651; Sir Robert Howard, *Life and Reign of King Richard the Second*, 1681; Malherbe, *Les epistres de Seneque*, 1652; William Shakespeare, *Poems*, a rare American edition, Boston, 1807; Blaise Pascal, *Pensées*, 1670.

H. Tatnall Brown, Jr. '23, contributed to our Christopher Morley collection some books and pamphlets by that popular Haverford writer. Each of these is inscribed by the author. The Library has acquired a few more Morley letters by purchase; some other Morley material came as a gift from the Girls' High School of Brooklyn, N. Y.

A generous gift from Mrs. E. Page Allinson will help to provide a suitable memorial to Christopher Morley when the Library is renovated and enlarged. No final decision has been made concerning the form this memorial will take, but probably an alcove or a browsing area will be named for C.D.M. It will have an appropriate collection of books, comfortable furnishings, and a suitable portrait.

In memory of their classmate, Robert D. Schofield, the Class of 1965 contributed a sum of money for purchase of works by German authors.

Gifts of funds, books, pamphlets, or Haverfordiana from the following are acknowledged with thanks:

Alumni: Arthur G. Ashbrook '41; John Blair '62; John C. Burton '54; Meade Cauffiel '24; John Dixon '53; Charles L. Fry, Jr. '54; John F. Gummere '22; I. Lloyd Hibberd '26; Garrett S. Hoag '23; John H. Hoag '32; Edward R. Moon '16; Charles Perry '36; Edward P. Rich '53; Charles A. Robinson '28; Fritz Rüdiger '37; J. Douglas Spaeth '64; John W. Spaeth, Jr. '17; Sigmund Spaeth '05; John Joseph Stoudt '33; Harold S. Thomson '43; John C. Wagner '52; Caleb Winslow '11; The Class of 1964.

Haverford Faculty: John Ashmead, Jr., Thomas A. Benham '38; Hugh Borton '26; Henry J. Cadbury '03; John R. Cary '45; Howard Comfort '24; Bradford Cook, Alfred Diamant, Harvey Glickman, Louis C. Green, Marcel M. Gutwirth, Holland Hunter '43; George A. Kennedy, D. P. Lockwood, Wallace T. MacCaffrey, Archibald MacIntosh '21; Cletus O. Oakley, Frederic Palmer, Jr., L. Arnold Post '11; William Reese, Ira de A. Reid, George Salamon, Melvin Santer, Fay A. Selove, Louis Solomon, Howard M. Teaf, Jr.

Others: Rewi Alley, Mrs. E. Page Allinson, Paul Avsenew, E. J. Benge, Mrs. A. J. Drexel Biddle, Walter Hart Blumenthal, Robert H. Bohle, John F. Cady, Harold Nevin Carey, Aldo Caselli, Robert C. Clothier, James B. Conant, Guy Davenport, Mrs. William C. Davidon, Mrs. J. F. Dewald, Dr. Marion Fay, Frank Whitson Fetter, Lionelli Fiumi, Estate of John W. Flight, Mrs. Allen French, Trevor Goodger-Hill, Ann J. Green, Charles Haywood, Mrs. Harrison S. Hires, Laurence B. Holland, John A. Hutchinson, Miss Constance Hyslop, Miss Anna Johns, Mary Hoxie Jones, E. R. Kaiser, Paul S. Keiser, Chiyono Sugimoto Kiyooka, Bertha Leverkus, Esther A. Lockwood, K. A. Lodewycks, James W. Lyons, Mrs. Joseph B. McCall, Jr., Margaret MacIntosh, Alan L. McLeod, Mrs. Frederick J. Manning, Hugo Manning, Mrs. Herbert A. May, William Maul Measey, Rev. W. E. R. O'Gorman, W. A. Pemberton, Miss Ida Pruitt, Alan Raphael '66; William J. Rice, Mrs. J. R. Robinson, Walt W. Rostow, Henry Cowles Rucker, III; Mrs. Bernard Segal, Oscar Shaftel, The Smiley Family, Mary C. Smith, Herman M. Somers, Alfred P. Stiernotte, Mrs. Kenneth Thompson, Emilie Turdeanu, Mrs. C. Newbold Welsh, Elizabeth Williamson, Asa S. Wing, Jr., Mr. and Mrs. S. B. C. Wood, Mrs. W. S. Woytinsky, Kikuji Yonezawa.

Offices, Institutions, Foundations and Companies: British Information Services, French Embassy, German Information Center, Japan Information Service, Netherlands Information Service, Organization of African Unity, Overseas Companies of Portugal, Republic of China, Government Information Office, Consulate General of Switzerland, Embassy of the U. S. S. R., U. S. General Services Administration, Library of Congress, North Carolina Dept. of Archives and History, Commonwealth of Pennsylvania, City of Philadelphia, U. S. Economic Coordinator for CENTO Affairs, Commonwealth of Virginia.

Abby Whiteside Foundation, Inc., American Academy of Political and Social Science, American Council of Learned Societies, American Enterprise Institute for Public Policy Research, American Friends Service Committee, American International College, American Medical Association, American Philosophical Society, American Studies Association, Amherst College, Boston College, Bowdoin College, Bruckner Society of America, University of California, Calvin K. Kazanjian Economics Foundation, Inc., Carnegie Corporation of New York, Center for Applied Linguistics of the Modern Language Association of America, Center for Japanese Social and Political Studies, University of Cincinnati, Columbia University, Committee on the College and World Affairs, Conference on Economic Progress, Cornell University, Council



on Library Resources, Inc., Friends Hospital, Fund for the Advancement of Education, Goethe Institut (Munich), Harvard College, Indiana University, Johns Hopkins University, University of Kansas, Keneseth Israel Congregation and Dr. Bertram W. Korn, Université de Liège, Institut d'Astrophysique, Lower Merion Library Association, Main Line School Night Association, University of Michigan, Michigan Center for Education in Politics, Midwest Inter-Library Center, University of Minnesota, Charles Stewart Mott Foundation, National Academy of Sciences, National Association of Intergroup Relations Officials, National Book Foundation, National Science Foundation, Newcomen Society of North America, Northwestern University, Okuma Institute of Social Sciences, PENJERDEL, Pennsylvania German Folklore Society, Pennsylvania State University, Princeton University, Rice University, Robert Owen Lehman Foundation, Rutgers University, Salvation Army, Smithsonian Institution, Sons of the Republic of Texas, United Chapters of Phi Beta Kappa, University of Tennessee, University of Virginia, Universal Science Foundation, Utah State University, Washington and Jefferson College, Washington University Law School, Wemyss Foundation, Western Maryland College, University of Wisconsin, Woodrow Wilson Foundation, Yale University Observatory, Yokohama National University.

American Federation of Labor and Congress of Industrial Organizations, American Library Color Slide Company, Inc., The Ballinger Company, Carlton Press, CIBA Pharmaceutical Products, Inc., Colonial Press, Inc., Corning Glass Works, Credit Union National Association, Dover Publications, Inc., Educational Facilities Laboratories, Inc., First National Bank of Santa Fe, Flagstone Publications, Group Health Insurance, Inc., G. K. Hall & Company, George G. Harrap & Company, Ltd., Health Insurance Institute, High Fidelity Magazine, International Bank for Reconstruction and Development, International Labor Office, Investment Company Institute, Littlefield, Adams & Company, National Broadcasting Company, National Planning Association, New Era Books, New York Herald Tribune, Pennsylvania Credit Union League, Philadelphia Inquirer, Pittsburgh and Lake Erie Railroad, Rand Corporation, Charles Scribner's Sons, Peter Smith, publisher, Stockholms Enskilda Bank, System Development Corporation, Crosscurrents Press, Inc., United Gas Improvement Company, H. O. Wagner, publisher, United States Savings and Loan League, Television Station WCAU-TV.

CRAIG R. THOMPSON

Librarian

LIBRARY STATISTICS

1963-1964

Growth of Collections

Total number of volumes (as of June 30, 1964) 237,439

Number of volumes added in 1963-64

By purchase	3,773	
By gift	1,880	
Government Depository	378	
Total		6,031
Number of books discarded	56	
Total		5,975

Circulation

Faculty and staff borrowings	3,772	
Students	21,327	
Outside borrowers	9,066	
Total		34,165
Books charged out to carrels	654	
Total		34,819

Reserve Book Room

Books put on reserve 3,138

Reserve book circulation:

Library use	17,381	
Overnight	4,098	
Total		21,479

Interlibrary Loan

Borrowed	539
Loaned	962

REPORT OF CURATOR OF THE QUAKER COLLECTION, 1963-1964

It was nearly a century ago, in 1867, that the Board of Managers of Haverford College decided to make the Library "an important reference library, especially for works and manuscripts relating to our own Religious Society." Not satisfied with being the first institution of higher learning to make such a decision, Haverford College, aided by alumni and friends, has steadily accumulated the printed and manuscript materials which today make the Quaker Collection one of the three major centers for the study of Friends.

The Quaker materials at Haverford have been incorporated in the College Library as part of its regular acquisitions. In the early years the Quaker books were found on the shelves along with other publications on religion, but later there was a section of the Library called the "Quaker Alcove." Today, although the Quaker Collection is housed in the Treasure Room, the holdings of the collection are still cataloged with all of the other books of the Library as they have been from the beginning. Many books with Quaker associations are in the main library rather than the Quaker Collection, but this is no handicap to the student, for the single card catalog makes all books equally accessible.

The Quaker Collection at Haverford is the only one of the three major collections of Quaker publications which is an integral part of a major library. During the past summer the curator spent several weeks doing research at the Friends Library, Friends House, London. While he was greatly impressed and somewhat overwhelmed by the scope of this magnificent collection of Quaker publications and manuscripts, he sorely missed the presence of a major library in connection with Friends Library. The third major collection, at Swarthmore College, while housed in the library building, is maintained as a separate library.

The "minute" quoted in the first paragraph referred to both "works and manuscripts." What has been said thus far refers only to printed works, the 22,000 publications in the Quaker Collection. While many of these volumes were gifts to Haverford College, several thousand books have been purchased over the years, and it would be impossible to make any accurate estimate of the proportion of the printed works which came as gifts compared with purchases.

However, when we come to the second part of the quotation, to "manuscripts," it is obvious that virtually all of the manuscripts have been gifts to the College. The men who established the institution in

1833 were all associated with the branch of the Society of Friends which was called "orthodox" at the time of the Separation six years earlier. There has always been a close association between Haverford College and the Friends of Philadelphia Yearly Meeting (Arch). Many of the Friends who were members of that body have given their family papers to Haverford College even when they were not graduates of the College or connected with it in any official way.

Family collections feature such names as: Allinson, Baily, Biddle, Brown, Cadbury, Chase, Comfort, Cope, Dillwyn, Drinker, Elfreth, Emlen, Estaugh, Evans, Garrett, Grellet, Gummere, Haddon, Hartshorne, Hill, Hilles, Hoag, Howland, Jones, Logan, Morris, Mott, Pemberton, Rhoads, Richards, Sansom, Savery, Scattergood, Sharpless, Smith, Taylor, Vaux, Wharton, Waln, Wills, Wistar. Such collections of family papers make up a large share of the 59,000 items in the manuscript collection.

The collection serves three distinct, but overlapping, groups of people. From the beginning of the College the Quaker volumes and more recently the Quaker Collection have been an important resource for the undergraduates and faculty. The publications of Isaac Sharpless, Rufus M. Jones '85, and Henry J. Cadbury '03 come to mind immediately in this connection. Secondly, the Quaker Collection is an important research library for scholars who come to us or correspond with us from around the world. In the past few days we have had inquiries from scholars at the University of Khartoum in Sudan, the University of Oregon, the University of Florida, the University of Indiana, and a private individual in Ireland. During the same period we received visiting scholars from Oklahoma, Columbia University, and the University of Pennsylvania, and this does not include Phillips Moulton, the T. Wistar Brown Fellow from the University of North Dakota. Thirdly, the Quaker Collection serves the Society of Friends. It preserves the history of the Society, not only the history of the early years, the seventeenth and eighteenth centuries, but also the nineteenth and twentieth centuries. We are as concerned to preserve a record of what happens in the Society today as we are to collect the writings of ancient Friends. The material we collect today will be the raw stuff out of which history will be made a century from now. We have preserved the journals, letters and papers of many families in the Society, as was indicated earlier in this report. We hope to find additional individuals and foundations who are interested in this important work, and who will want to support it financially.

Naturally we are delighted with the plans which have been

developed for the enlargement of the Treasure Room. As has been said for the past two years, we need additional space for staff members, we need adequate work areas for visiting scholars, and we have nearly run out of space for the materials in the Quaker Collection. The need for a fireproof, air-controlled area for manuscripts and rare books is most acute, but we have great need for all of the facilities which will be available in the addition to the Treasure Room.

During the past year a new brochure was produced to describe the nature of the Quaker Collection. A copy of this brochure was included with the annual report of the Library for 1962-63. The copies which have been distributed were handsomely printed on a good quality of paper with color added on the cover. This brochure has been circulated widely and has had a favorable reception. Additional copies are available on request.

The riches of the Quaker Collection attracted many students and scholars during the past year, both in person and by correspondence. Several undergraduates did research for papers in history, religion and sociology this year, and visiting scholars came from eleven states and three foreign countries. There was a 15 percent increase over the previous year in the use of the collection by correspondents from all over the United States and overseas, with 136 inquiries this year.

More than 60 scholars spent from a few hours to many weeks in the Quaker Collection. Below are listed some of the topics they studied:

Elisha Bates (1780?-1861), an Ohio Quaker

Educational Philosophy of Rufus M. Jones

Friends in International Relations

Friends in North Carolina

Friends World Conferences

John Woolman (1720-1772)

Joseph Sansom (1767-1826)

Lydia Darragh (1728?-1789)

Mysticism (several aspects of this subject)

Pennsylvania Hall (built and burned in 1838)

Pennsylvania Quaker Reformers

Quaker Culture, Ethics, Humor

Quakers and: Indians, the Peace Testimony, Science, Slavery

Separation of 1827

Welsh Migration

Whaling

We are pleased to report that once again the staff of the Quaker Collection remains unchanged, and the present staff members are entering their third year of work together. Each person has become more proficient in the work of the collection, and is thus more valuable than before. Much of the work in the Quaker Collection is very complicated and time-consuming, and thus expensive. It sometimes takes an entire day to catalog a single volume, especially a bound volume of Quaker tracts. The work with manuscripts is also tedious and difficult. We recently estimated that it will cost \$3,000 in time to catalog the papers of the Lake Mohonk Conferences of Friends of the Indians and other Dependent Peoples. The Quaker Collection is expensive to operate.

Fortunately a portion of the cost of operating the Quaker Collection is provided by the Thomas H. and Mary Williams Shoemaker Fund. For more than a decade the trustees of this fund have generously granted money twice a year to underwrite a part of the cost. All of the work with manuscripts is paid for with money from this source, and some other work is also made possible by this fund. The generosity of the trustees of the Shoemaker Fund has stimulated the College to enlarge the work of the Quaker Collection during the past 10 years.

This has been the first year that the Quaker Collection has benefited from the generosity of the Grundy Foundation, which gave the Library \$75,000 in memory of Joseph R. Grundy, to make it possible to purchase books and manuscripts concerning the early history of the Delaware Valley, the history of the Religious Society of Friends, and the contributions of Friends to the life of the nation. Many of the purchases which are described in the latter portion of this report were made possible by this generous grant.

We have continued to co-operate with other Quaker colleges in making items in our duplicate collection available. Recently the librarian of one college inquired about an item needed there, and we were able to provide it for her. In writing to thank us for it, she said that a searching service had asked \$37.50 for the book. Another Quaker college is preparing to make a major effort to fill in gaps by obtaining duplicates from us. Professional librarians from two Quaker colleges spent two days with us during the year to learn more about how we process material.

In addition, the curator spent several weeks doing research in Friends Library, Friends House, London, and learned a great deal about the holdings of that library and about the procedures which are used in it. This experience will prove valuable to both libraries, and has already been useful in several ways. He also spent a day in

the Friends Library of Ireland Yearly Meeting, at Dublin, and in the Quaker section of the library at Woodbrooke.

We have taken satisfaction from the progress we have made with the pamphlet collection during the two years it has been in existence. There are now some 1,300 entries in the special card catalog, and in the past year we have doubled the number of document cases in use, in addition to adding a four drawer vertical file for storing this material. We are placing cards in the main catalog of the Library to call attention to the pamphlet material in this collection. This project makes it possible for us to eliminate a great deal of expensive cataloging, and it also allows us to save material which we were forced to discard formerly.

We are pleased to have Professor Phillips Moulton, from the University of North Dakota, working in the Quaker Collection as a T. Wistar Brown Fellow this year. He is studying various aspects of the social concerns of John Woolman. Later in the year, T. Canby Jones '42, professor of religion at Wilmington College, will come to the campus under the same fellowship. We enjoyed having Edward R. Swart, a member of the faculty of the University College, at Salisbury, Southern Rhodesia, with us during the past year as a T. Wistar Brown Fellow working on mysticism.

Dr. John J. Stoudt '33, research associate in religious history, made steady progress during the year on a new book dealing with mysticism in colonial Pennsylvania. Mary Hoxie Jones, research associate in Quaker studies, used the Quaker Collection extensively, and has had a new book of poetry accepted for publication. Henry J. Cadbury '03, as always, has been extremely helpful to the staff in a variety of ways. In addition, he completed a manuscript about the last months of John Woolman, which will be published shortly.

We were saddened by the death of William Bacon Evans in February of this year. His cheerful, helpful presence had become an essential part of the atmosphere of the Quaker Collection during the years he wrote his book about Jonathan Evans, published other volumes, and labored on his comprehensive biographical study of Friends. The Quaker Collection, with the co-operation of his nieces and nephews, has solicited remembrances and stories of William Bacon Evans. The returns have been gratifying, and it is hoped that something may be published eventually.

Timely exhibitions were prepared by the staff for the public during the year. The tercentennial of the beginning of New Jersey was commemorated by suitable displays about the Quaker contribution to

the early years of that state. The 275th anniversary of the beginning of Quaker education was noted with displays about William Penn Charter School and Friends Select School. Exhibits of material about Friends and the Indians centered about new gifts and purchases. A number of the items purchased with money from the Grundy Foundation were displayed on one occasion, and some of the unusual items in the new Quaker Collection brochure associated with George Fox were exhibited in the case beneath the Charles Willson Peale painting. The exhibit of volumes in the William Pyle Philips Collection, to commemorate the 400th anniversary of the birth of William Shakespeare, was the most important display in the Treasure Room during the year.

EDWIN B. BRONNER

Curator of the Quaker Collection

GIFTS AND ACQUISITIONS

The number of gifts to the Quaker Collection has increased in recent years to the point where it is no longer possible to describe each gift individually. We have adopted the practice followed by the librarian in his annual report, and list the names of all donors.

At the same time we will include a brief description of acquisitions to the Quaker Collection which we believe will be of particular interest to scholars and to those who are familiar with our present holdings. This policy involves decisions which must of necessity be arbitrary, and we trust that no donor will feel slighted because his gift is not described in detail.

Mrs. E. Page Allinson gave a number of books and manuscripts, including a journal written by Rebecca Jones (1739-1818), and the personal marked copy of the *Acts of the General Assembly of the Province of New Jersey . . . 1702 . . . 1776*, which belonged to the editor, Samuel Allinson.

A copy of the 1704 Book of Discipline of Philadelphia Yearly Meeting was given by George Bacon. This is a hand written volume and varies in many places from the other copy of this Book of Discipline which Haverford possesses.

Three important notebooks, including two which describe events of Philadelphia Yearly Meeting (Arch), from 1830-61, and 1844-56, written by Joseph Walton and Joshua L. Bailly, were given by Albert L. Bailly, Jr. '12.

From Donald G. Baker '26, letters and memorabilia of the College from the papers of his father, William W. Baker, faculty member at Haverford, 1903-1917. (For Haverfordiana.)

From Lewis and Sarah P. Benson, came letters, papers and photographs associated with the Rhoads and Potts families and Philadelphia Yearly Meeting (Arch).

Mrs. E. Newbold Cooper placed a collection of the papers of the Wills family, dating back to the seventeenth century in the Quaker Collection on indefinite loan. This group of papers is very helpful in portraying eighteenth century Quakerism in New Jersey.

Samuel Cooper provided the Quaker Collection with a complete set of *The Messenger* and *The Rural Messenger*, 1927-1954, plus some other items. This periodical reflects the spirit of the Conservative Quakers of Ohio.

Corvallis Monthly Meeting (in Oregon) gave 81 Quaker pamphlets printed in the seventeenth century. They formerly belonged to Robert Dann '18 (M.A.). We will add 25 of these to the Quaker Collection either as new titles, different editions, or duplicates of extremely rare items. The remainder will be offered to libraries in other Quaker colleges.

Henry C. Evans '26 gave nine boxes of papers relating to the Evans family, from the years 1714 to 1958. This group of letters, journals, and account books will do much to illuminate Quaker history.

The family of William Smith Hilles, one of the original students at Haverford in 1833, gave a group of first editions of the poetry of John Greenleaf Whittier. The gift came through the kindness of Barbara C. Curtis.

Papers from the Hoag, Garrett, and Scattergood families, including journals and letters, were given by Garrett S. Hoag '23.

Margaret Taylor MacIntosh gave a number of items including papers of Samuel Allinson (1808-1883), which will be added to the extensive Allinson papers already in the collection.

Elliston P. Morris '22 added several more items to his former gifts, including the letterbook of Sarah Logan Fisher for the years 1783 to 1789. Sarah Logan Fisher (1751-1796) was the wife of Thomas Fisher (1741-1810), one of the Exiles to Virginia in 1777.

Mary Cope Scattergood gave the diary of Joseph Scattergood (d. 1824) for the years 1792-1820, and an index of certificates received by Philadelphia Monthly Meeting, 1683-1758, prepared by George J. Scattergood.

Richard R. Wood '20 gave several documents including a fasci-



nating deed of 1678 in which four Indians transferred Petty's Island, in the Delaware, to Elizabeth Kinsey Fairman, daughter of John Kinsey, one of the founders of Burlington, and the wife of Thomas Fairman of Shackamaxon. The deed will be printed in full in the *Pennsylvania Magazine of History and Biography*, January 1965.

We were delighted to receive nearly two dozen letters written by William Savery (1750-1804) to his wife, Sarah Evans Savery, during his long visit to the British Isles. These letters complement the manuscript journal of this same period which was already in the Quaker Collection. They are the gift of Elizabeth Yarnall.

Notable purchases during the past year included the following:

A broadside issued in London in 1660 by Friends, entitled: *An answer to the Oath of Allegiance and Supremacy, from the . . . Quakers*, signed by Richard Hubberthorne and George Fox the younger.

A volume of seventeenth and eighteenth century Quaker documents related to marriage and Quaker discipline (47 separate items). This included a letter written by George Fox which had long been unavailable, although it was known to exist.

A manuscript by Thomas Chalkley (1675-1741) entitled, "A dream with the interpretation," [n.d.].

The journals of Henry Simmons who worked among the Indians at the end of the eighteenth century and early in the nineteenth century. Some of the journals parallel the diaries of Joshua Sharpless (1746-1826), which are already in the Quaker Collection. (seven volumes.)

A volume of the diary of Rachel Scattergood (1832-1903).

A collection of letters and envelopes bearing Quaker postmarks, that is, using Friendly names for days of the month. Included were some important letters.

A unique edition of John Greenleaf Whittier's poem, "The Branded Hand," printed in Salem, Ohio, 1855. This imprint is not mentioned in the Currier bibliography. Also a four page letter written by Whittier in 1878 commenting upon his relationship with other literary figures in the United States.

Facsimile copies of several seventeenth and early eighteenth century Quaker pamphlets, including promotional pamphlets printed by William Penn in Dutch and German, and an anonymous essay on paying military taxes.

Two letters written by Anna Elizabeth Dickinson (1842-1932), during the Civil War era, purchased from separate dealers.

A very interesting manuscript copy of the "Creed and Confession of Faith of the Committee of Sufferings, Philadelphia Yearly Meeting, 4 mo. 1823," signed by Jonathan Evans (1759-1839).

LIST OF DONORS

Mrs. E. Page Allinson, George Bacon, Albert L. Baily, Jr. '12, Donald G. Baker '26, Edith G. Banham, David T. Bates '64, Lewis and Sarah R. Benson, Mrs. B. Franklin Blair, Hugh Borton '26, Marian T. Bronner, H. Tatnall Brown, Jr. '45, Henry J. Cadbury '03, Joseph Cadbury '32, Dr. Glen T. Cain, John R. Cary '45, Mrs. C. Reed Cary, Mrs. E. Newbold Cooper, Samuel Cooper, Corvallis Monthly Meeting, Oregon, J. Passmore Elkinton '08, Peter W. Elkington '46, Henry C. Evans '26, William Bacon Evans, Rev. James J. Flood, S.T.D., J. Dexter Forbes, Mrs. Henry Chandlee Forman, Siegfried Friedlieb, The Friends Asylum, Friends Historical Association, Friends Historical Library, Swarthmore, Hester Grover, AFSC, Joan Joffe Hall, Mrs. J. Andrew Heath, Irving Sulo Hecht, Willard Heiss, family of Wm. S. Hilles through Mrs. John H. Curtis, Garrett S. Hoag '23, John Hoag '32, Arthur H. Jenkins, Herbert C. Jones, Mary Hoxie Jones, Robert M. Jones, John M. Lindley, Jr. '40, Dean J. W. Lyons, Archibald and Margaret T. MacIntosh, Jean Warren Malandra, Wilmer G. Mason, Seth W. Mattingly, J. Floyd Moore, Elliston P. Morris '22, New England Yearly Meeting, New York Representative Meeting, L. Arnold and Grace Post, Emma B. Richie, Albert E. Rose, WCAU-TV, Arnold C. Satterthwait '43, Mary Cope Scattergood, Science Library, Sharpless Hall, Osman J. Seeds '28, Charles Coleman Sellers '25, Dr. Frederic C. Sharpless '00, Carroll T. Sinclair, Susanna Smedley, Keith Smiley '32, John S. Spruance, John J. Stoudt '33, Hubert R. Taylor '38, Negley K. Teeters, Esther Thomas, Villanova University, S. Arthur Watson, Faith Borton Weston, Margaret R. Williams, Asa S. Wing, Jr., Herbert A. Wisbey, Jr., Richard Wood '20, John S. Wyse, Elizabeth Yarnall.

HAVERFORD COLLEGE



JUNE FOURTH

1965



COMMENCEMENT

ORDER OF EXERCISES

10:30 a.m. INFORMAL MUSIC PRECEDING PROCESSIONAL

Dorothy Kunkel, *Organist*

10:45 a.m. ACADEMIC PROCESSION FORMS IN THE GYMNASIUM

11:00 a.m. EXERCISES IN ALUMNI FIELD HOUSE

1. PROCESSIONAL

The audience is requested to stand during the processional.

The Marshals

The Candidates for Degrees

The Marshals

The Board of Managers

The Faculty

The President's Group

The Vice President of the College

The Officers of the Corporation

The Candidates for Honorary Degrees

The Commencement Speaker

The President of the College

2. READING FROM THE SCRIPTURES

JONATHAN EVANS RHOADS, *President of the Corporation*

3. ANNOUNCEMENT OF PRIZES AND HONORS

WILLIAM E. CADBURY, JR., *Dean of the College*

PRIZES

The Clementine Cope Fellowships for 1965-66 for graduate study at another institution have been awarded to

DAVID WILLIAM FRASER, 1965, First Prize

ROBERT JULIUS BERSON, 1965, Second Prize

The Augustus Taber Murray Research Scholarship for study at another institution toward the degree of Doctor of Philosophy has been awarded to

NORMAN FLINKER, 1965

The Alumni Prize for Composition and Oratory has been awarded to

FRANK WADDELL STEVENSON, 1967

The William Ellis Scull Prize for the upperclassman who shall have shown the greatest achievement in voice and the articulation of the English Language, has been awarded to

ROBERT WINTHROP TOAN, 1965

The Newton Prize in English Literature on the basis of Final Honors in English has been awarded to

GEORGE FRANKLIN BAGBY, JR., 1965

The Prizes for Excellence in the French Language, Full Scholarships to the Summer in Avignon Program of Bryn Mawr College, have been awarded to

PETER JAMES GILBERT, 1966

EDWARD CHRISTIAN KOPFF, 1968

The Lyman Beecher Hall Prize in Chemistry for Juniors, Seniors, or recent Graduates who expect to engage in research has been awarded to

ROBERT FREDERICK PETERSON, JR., 1965

The William W. Baker Prize in Greek
has been awarded to

JAMES FLOYD TAYLOR, 1965

The Class of 1902 Prize in Latin
has been awarded to

EDWARD CHRISTIAN KOPFF, 1968

The Class of 1896 Prizes in Latin and Mathematics for Sophomores
have been awarded to

JEREMY BENTHAM RUTTER, 1967, Latin
MICHAEL EDWARD BRATMAN, 1967, Mathematics

The Mathematics Department Prizes for Freshmen
have been awarded to

FRANCIS PHILIP ENGEL, 1968, First Prize
PETER LINDLEY REAGAN, 1968, Second Prize

The Philosophy Prizes for students who have done the most
satisfactory outside reading have been awarded to

JAMES WARFIELD GARSON, 1965
STANFORD KYLE PRITCHARD, 1965

The Harold P. Kurzman Prize for the Senior who has performed best
and most creatively in Political Science course work
has been awarded to

JONATHAN EDWARD LEHMAN, 1965

The Religion Prizes for student who have done the most
satisfactory outside reading have been awarded to

LAURENCE ALAN LETTS, 1965, First Prize
MICHAEL EMIL PUNZAK, 1966, Second Prize

The John B. Garrett Prize for Systematic Reading
has been awarded to

WALTER KESSLER REUBEN, 1965, Second Prize

The Scholarship Improvement Prizes for two Seniors who have shown the
most steady and marked improvement in Scholarship during
the college course have been awarded to

THOMAS GEORGE KESSINGER, 1965, First Prize

MICHAEL LARIMER RAINEY, 1965, Second Prize

The Elliston P. Morris and Elizabeth P. Smith Peace Prize for the best
essay on "Means of Achieving International Peace"
has been awarded to

HAIGH PERRIGO FOX, 1965, Third Prize

The Founders Club Prize for the Freshman who has shown the best
attitude toward college activities and scholastic work
has been awarded to

EDWARD CHRISTIAN KOPFF, 1968

The Edmund Jennings Lee Prize for that student organization which
has done the most to advance the interests of Haverford College
during the current academic year has been awarded to

THE GLEE CLUB

The Varsity Cup for the member of the Senior Class who excels in
Leadership, Sportsmanship, and Athletic Ability
has been awarded to

GLENN RAMSAY LIEM, 1965

The John G. Wallace Class Night Award, a Best Actor Cup for the
student who excelled in the Class Night Production,
has been awarded to

HALSEY MUNSON HICKS, JR., 1966

The Hamilton Watch Award to that Senior, majoring in one of the
Natural Sciences, in Mathematics or Engineering, who has most
successfully combined proficiency in his major field of study
with achievements, either academic or extracurricular
or both, in the Social Sciences or Humanities,
has been awarded to

ROBERT CLARENCE PERISHO, 1965

HONOR SOCIETIES

PHI BETA KAPPA SOCIETY

The following members of the graduating class were elected

during the Junior year

GEORGE FRANKLIN BAGBY, JR.

during the Senior year

STEVEN BERRIEN

EDWARD CHRISTIAN FILSTRUP

ROBERT JULIUS BERSON

THOMAS SPENCER INUI

MICHAEL BEN BUNIM

LAURENCE ALAN LETTS

WILLIAM FREDERICK FALLS

ROBERT CLARENCE PERISHO

JAMES FLOYD TAYLOR

The following members of the Junior Class have been elected

ROBERT DAVID HUME

LANCE EDWARD SCHACHTERLE

The following Alumni were elected members as

"Fifteen Year Honor Men"

GORDON BREWSTER BALDWIN, LL.B., Class of 1950

ROGER MERRITT MORRELL, M.D., Class of 1950

FOUNDERS CLUB

The following persons were elected for merit in
both studies and college activities

During 1964

STEVEN BERRIEN, 1965

JAMES STEPHEN HOUSE, 1965

ROBERT ALAN EISENBERG, 1966

PAUL MATTICK, 1965

DAVID WILLIAM FRASER, 1965

JOHN VAN BRUNT, III, 1965

During 1965

ROBERT JULIUS BERSON, 1965

THOMAS GEORGE KESSINGER, 1965

RICHARD LEE BAZELON, 1965

CHARLES RADFORD LAWRENCE, III, 1965

JONATHAN CHACE, 1965

GLENN RAMSAY LIEM, 1965

JOSEPH EYER, 1966

ALAN HORACE RAPHAEL, 1966

HAIGH PERRIGO FOX, 1965

HUNTER RIPLEY RAWLINGS, III, 1966

ROY CONRAD HABERKERN, III, 1965

HARRISON CLARK SPENCER, JR., 1965

JOHN ADAM ZAPP, III, 1965

FACULTY AND ADMINISTRATION

VIRGINIA HARDY KLINE

COLLEGE HONORS

awarded by the Faculty of the College

MAGNA CUM LAUDE

MICHAEL BEN BUNIM

DEPARTMENTAL HONORS

awarded by the Departments of the College

HIGH HONORS

GEORGE FRANKLIN BAGBY, JR.	English
NORMAN FLINKER	English
FRANK JAMES POPPER	Psychology
WALTER KESSLER REUBEN	Religion
JAMES FLOYD TAYLOR	Classics

HONORS

STEVEN BERRIEN	English
MICHAEL BEN BUNIM	Chemistry
GEOFFREY LEE CROOKS	Russian
WILLIAM FREDERICK FALLS	Spanish
EDWARD CHRISTIAN FILSTRUP	Political Science
DAVID WILLIAM FRASER	Biology
THOMAS PARRY FREEMAN	German
WALTER FRIEDMAN	English
JAMES WARFIELD GARSON	Philosophy
ROBERT FENTON GILLINGHAM	Economics
ROBERT CHARLES GRUEN	English
JAMES STEPHEN HOUSE	History
THOMAS SPENCER INUI	Philosophy
JAMES WILLIAM JOHNSTON, JR.	Mathematics
THOMAS GEORGE KESSINGER	History
JONATHAN EDWARD LEHMAN	Political Science
LAURENCE ALAN LETTS	Religion
GLENN RAMSAY LIEM	Psychology
ROBERT FREDERICK PETERSON, JR.	Chemistry
MICHAEL LARIMER RAINEY	Sociology
THOMAS ALEXANDER REED	French
CHARLES EDWARD RIGNALL	English
ROBERT JAMES SCHACK	Spanish
WILLIAM WINSLOW SCHRANK	Biology
JOHN ADAM ZAPP, III	Chemistry

HONORABLE MENTION

WILLIAM TAPLEY BENNETT, III, 1967	Classics 19,20
STEPHEN GREIF, 1967	Philosophy 11-12
ROY WILLIAM GUTMAN, 1966	English 11-12
WILLIAM STERRETT HOFFMAN, 1967	Physics 15,16
TEM HENRY HORWITZ, 1966	Classics 19,20
DAVID MILLS HOUSER, 1967	English 11-12
JAMES HOBSON MCKERROW, 1968	Classics 15,16
DANIEL PAUL SERWER, 1967	English 11-12

4. GREETINGS AND REPORT ON THE COLLEGE

HUGH BORTON, *President*

5. CONFERRING OF DEGREES

Candidates will be presented by

WILLIAM E. CADBURY, JR., *Dean of the College*

BACHELORS OF ARTS

and

BACHELORS OF SCIENCE

RICHARD LEWIS ADELMANN	DAVID WALTER FLACCUS
ROBERT ARONOFF	CHARLES THOMAS FLACHBARTH
GEORGE FRANKLIN BAGBY, JR.	NORMAN FLINKER
ROBERT DAVIS BALDERSTON	DANIEL FORKIN
RICHARD LEE BAZELON	HAIGH PERRIGO FOX
WILLIAM LAWRENCE BECKER	CHARLES WILLIAM FRANK
STEVEN BERRIEN	DAVID WILLIAM FRASER
ROBERT JULIUS BERSON	THOMAS PARRY FREEMAN
DAVID GRAHAM BROOKES	WALTER FRIEDMAN
MICHAEL BEN BUNIM	ROBERT ARTHUR GALLWAY
REED WOOD CARSON	DARIEN ADAMS GARDNER
JONATHAN CHACE	JAMES WARFIELD GARSON
JOHN LEWIS COBBS, IV	ROBERT FENTON GILLINGHAM
STEPHEN MICHAEL CORDI	JOHN ALEXANDER GORDON, JR.
GEOFFREY LEE CROOKS	ROBERT CHARLES GRUEN
JOHN HASTINGS DARNELL*	ROY CONRAD HABERKERN, III
WILLIAM WYNANT DEAN, II	EDWARD HARSHAW, II
ROBERT EDWARD ELMER	PHILIP HUGHES HAWKINS
JOHN JAY ELMS	ROBERT WARD HIPKENS
WILLIAM FREDERICK FALLS	CHARLES ELMER HOLZER, III
EDWARD CHRISTIAN FILSTRUP	JAMES STEPHEN HOUSE

* Indicates Bachelor of Science Degree

BACHELORS OF ARTS and BACHELORS OF SCIENCE (continued)

GEORGE STEPHAN HSU*	CHARLES EDWARD RIGNALL
THOMAS SPENCER INUI	RICHARD ALLEN ROBERTSON
S. FREDERIC JOHANSON	JORGE EUGENIO SALAZAR
JAMES WILLIAM JOHNSTON, JR.	EUGENE SARVER
JOHN MORROW JONES	ROBERT JAMES SCHACK
MICHAEL BENEDICT KAC	WILLIAM WINSLOW SCHRANK
STEPHEN JAY KASSER	JONATHAN PAUL SCOLL
THOMAS GEORGE KESSINGER	ALLAN PAUL SIFFERLEN
DAVID MORRIS KIES	ROBERT RUHL SIMMONS
CHARLES RADFORD LAWRENCE, III	MICHAEL FREDERICK SMALLWOOD
LLOYD CHARLES LEE	GRIFFITH GEORGE SMITH, JR.*
JONATHAN EDWARD LEHMAN	HARRISON CLARK SPENCER, JR.
LAURENCE ALAN LETTS	ROBERT ALLEN STEER
THORNTON ACHESON LIECHTY	MICHAEL EDWARD STEPT
GLENN RAMSAY LIEM	ROLAND CRAIG STERN
JOHN DOUGLAS MACBRIDE	MICHAEL NEIL STEVENS
PAUL MATTICK	CLAY VAN NESS STITES
RICHARD ALEXANDER MORRIS	JAMES FLOYD TAYLOR
PETER ALAN MOSKOVITZ	ROBERT WINTHROP TOAN
CHARLES MORRIS KINLOCH NELSON	BRUCE ANDERSON TULLOCH
GEORGE CALLOWAY NICHOLS	JOHN VAN BRUNT, III
HOWARD WEBSTER PANCOAST	RICHARD GUY VERNON
JOHN STANSFIELD PARKINSON, JR.	JOHN WOOLMAN WATSON
ROBERT CLARENCE PERISHO*	STEPHEN HARRIS WEBSTER
ROBERT FREDERICK PETERSON, JR.*	FREDERICK WILLIAM WEIL
ROBERT CHARLES PETZINGER	DEWITT PENDRY WHITTINGTON
ANDREW RUSSELL PHELPS	FREDERIC LEONARD WIGHTMAN
DAVID FREDERICK POLSTER	STEVEN ALAN WOLIN
FRANK JAMES POPPER	ROBERT SIMPSON WOODWARD, IV
STANFORD KYLE PRITCHARD	WILLIAM B. YELON
MICHAEL LARIMER RAINEY	ION OCEAN YOUMAN
THOMAS ALEXANDER REED	CLIFTON ASBURY YOUNG
WALTER KESSLER REUBEN	JOHN ADAM ZAPP, III

as of June 5, 1964

PETER SAMUEL ROBINSON	JOEL BAILY SUNDERMAN
JOHN ADAM ZANGERLE	

as of June 7, 1963

BERNARD DOV LEDERBERG

as of June 9, 1951

WALTER FRANKLIN ATLEE HARVEY

** Indicates Bachelor of Science Degree*

HONORARY DEGREES

Candidates will be presented by

ARCHIBALD MACINTOSH, *Vice-President*

COLIN WEDDERBURN BELL*Doctor of Laws*

SIGMUND SPAETH*Doctor of Humane Letters*

JOHN JAY McCLOY*Doctor of Laws*

6. COMMENCEMENT ADDRESS

JOHN JAY McCLOY, B.A., LL.B., D.C.L., LL.D.

7. CLOSING REMARKS BY THE PRESIDENT

8. RECESSIONAL

The audience is requested to stand during the recessional.

